Curriculum K–12 Directorate

Scan

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NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
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Scan

There is a range of articles in this issue of *Scan* which focuses on the way that teacher-librarians can collaborate with teachers to support literacy, in all its forms. I hope that you will be inspired by what these teaching and learning teams bring to this last *Scan* for 2005. The November issue marks the end of your current subscription and, by now, you should have received a renewal notice for your 2006 subscription. Subscription information and form can be downloaded from the *School Libraries and Information Literacy* site at **http://www.schools.nsw.edu.au/schoollibraries/scan/subscrbe.htm**

Thank you to all our contributors, reviewers, advertisers, and supporters of *Scan* this year, we hope that you will join us in 2006. We wish you all a fulfilling final term and a restful holiday.

Sally Rasaiah
Editor

Michele Busch,
Review Coordinator and presently relieving Manager, School Libraries and Information Literacy Unit (SCIS/Scan), writes Currents in this issue.

Meeting and working with many teacher-librarians this year has shown some wonderful examples of collaboration between teacher-librarians and teachers in achieving student outcomes. This is evidenced in this issue of *Scan* in which we showcase the valuable and exciting work which is being carried out in schools.

Teachers working together

The lead article from Belmore Boys High School, demonstrates how utilising the expertise of three teachers working and planning together enhances the skills and, indeed, the engagement of students needing support in literacy development.

The leading of learning

In *Research columns*, Ross Todd provides the second part of a two part article reflecting on the nature of collaboration. It is interesting to note how the project at Gill St Bernard's School in New Jersey replicates many of the elements of the NSW model of pedagogy, *Quality Teaching*. Further to this, Marion Hing in *One small step: evidence based practice at Warilla High School*, demonstrates how she has successfully collaborated with science teachers using an evidence based practice approach.

Scan survey

The response to the survey included in the last issue has been very positive. Thank you for taking the time to reply. The results of this survey will inform directions for future planning.

It has been a pleasure to meet and work with so many teachers-librarians throughout the year. I wish you all the best for the rest of the school year and for the holiday season ahead. I look forward to working with you again next year.

Dr Anne Clyde

We acknowledge with sadness the death of our esteemed colleague, Anne Clyde, on 18 September near her home in Reykjavík, Iceland. Anne's dedication and passion for teacher-librarianship has been an inspiration and she will be sorely missed. ∎

Proposed raps and book raps for 2005 and 2006

Raps and book raps can be viewed at www.schools.nsw.edu.au/schoollibraries/teaching/raps/

Term 4, 2005
- *Belonging* by Jeannie Baker. Stage 2 English. Cross KLA unit.
- *English Stage 6 Journeys: stimulus booklet for the Area of Study* and related materials. Stage 6 English: *Standard* and *ESL*.
- *Jeffrey: a shared book with road safety messages*. Stage 1 PDHPE.

Term 1, 2006
- *Egg drop* and *Don't let the pigeon drive the bus* and other texts. Stage 3 English. Addressing themes such as humour and exploring visual literacy through cartoons, including digital cartoons.
- *Noah and Saskia*. Multimedia unit for Stage 4 English. Resources available from Australian Children's Television Foundation (ACTF) at **www.actf.com.au**

Term 2, 2006
- *Flytrap* by Boori Pryor and Meme McDonald. Stage 3 and Stage 4 English.
- *Worst best friends* by Max Dann. A multimedia unit based on books and films from the television series by the author. Stage 2 English. Possible cross KLA unit. Resources available from Australian Children's Television Foundation (ACTF) at **www.actf.com.au**

Term 3, 2006
- *Book Week 2006*. Texts, KLAs and Stages TBA after publication of shortlist in April 2006.

Term 4, 2006
- *Big rain coming* by Katrina Germein and Bronwyn Bancroft. Multistage unit for Early Stage 1, Stage 1 and Stage 2. Term 4. KLAs to be advised.

Teachers working together to develop quality teaching at Belmore Boys High School
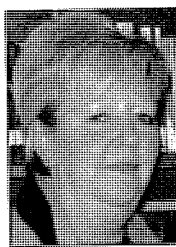
Kathy Rushton, English as a Second Language (ESL) teacher, **Kareena Momdjian**, English teacher, and **Cathie Harrison**, teacher-librarian at Belmore Boys High School (BBHS) collaborated to provide explicit literacy support to students within a mainstream program. BBHS received an Excellence Award during National Literacy and Numeracy week, 2005.
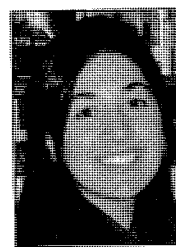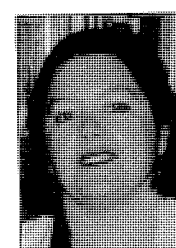
> This collaboration provided the opportunity for different specialist teachers to contribute to a mainstream learning program.

Context

BHS is an inner city high school with a large number of students from language backgrounds other than English. In the last few years, the focus on developing a pedagogy which supports all students to learn has resulted in improved teaching and learning outcomes for the whole school and for individual students. Teachers are focused on improving outcomes for students and, as a result, have been willing to reflect on their teaching and to participate in professional learning and action research to support this goal. For some students at this school, reading Stage appropriate materials and using appropriate note taking and information gathering skills has been challenging. The three teachers involved in this project recognised that students needed support in these areas, and attempted to address the challenges of information skills and the students' literacy needs within the context of a mainstream program, through team teaching and programming.

The three teachers planned and taught a program with Kareena's high achieving Year 8 English class (*Figure 1*). As part of a novel study, *Sparring with shadows* by Archimede Fusillo, the teachers decided to work together to extend the most able students and support those who needed language support. Kareena, as classroom teacher, planned the assessment tasks and the unit of work in collaboration with the teacher-librarian and the ESL teacher. The unit was to span seven weeks (28 periods) with eight English periods per fortnightly cycle. Team teaching took place in one double period each fortnight over the course of the unit. Cathie Harrison prepared a series of lessons to develop information skills in context and to support students writing a bibliography. Kathy Rushton, the ESL teacher, prepared a close study of aspects of the text to support the development of knowledge about the language used by the author. Cathie, as the year advisor for these students, recognised that this was an excellent opportunity to engage with the students. This collaboration provided the opportunity for different specialist teachers to contribute to a mainstream learning program.

Team teaching: the teacher-librarian's perspective

Collaborative teaching requires a commitment to planning time. It is important that classroom teachers are aware of the cross KLA support which their teacher-librarian can provide. Many of the staff at Belmore Boys High School are willing to encompass any help, suggestions, or team teaching offered by the teacher-librarian.

It was imperative that I have an opportunity to explicitly teach information skills in subject specific lessons. Kathy and I split the class into two groups and collaboratively taught our lessons during a double period once a cycle, whilst Kareena continued her lessons for this particular topic throughout the week. This smaller group work helped with class management and gave us the opportunity to work more closely with the class, ensuring students received individual teaching.

The assessment task

During my lessons we discussed plagiarism, copyright law and the associated issues of cutting and pasting online resources without acknowledgement by the user. The assessment task on completion of my lessons was to produce an annotated bibliography that was aligned with one of the themes from the novel study. The annotated bibliography needed to include at least six novels and four other resources, such as a movie, journal article, web site or television episode.

We discussed and put into practice online search strategies, used *OASIS Enquiry* and viewed a *Microsoft PowerPoint* demonstration on annotated bibliographies. This demonstration explained the *what* and *how* requirement of the assessment task giving, as an example, the novel and a related film viewed in class. Students also received a guide that listed examples of how to set out a bibliography according to the Harvard system.

Team teaching: the classroom teacher's perspective

We developed a unit program, which allowed for flexibility in teaching and learning activities in the library. One group worked in the multimedia room with the teacher-librarian and the other group was in the discussion room in the library with the ESL teacher. As these sessions were timetabled in a double period, at the end of the first period the students rotated. I observed both groups and offered support to the students and teachers, as required.

As teachers, we all know time is one of our major restraints for the preparation, delivery, assessment and reflection of each lesson. The three of us working together, each with a different area of expertise but with common unit objectives which we determined together prior to the implementation of these activities, gave the students the opportunity to perform at their highest level of ability.

Quality learning environments

The two teaching spaces in the library enabled Quality learning environments to be created where the expected outcomes were delivered explicitly to the students by the teacher-librarian prior to the lesson. The work given was challenging and engaging, drawing on the students' background knowledge. This made the students focus on the end result, which they knew was linked to their final assessment.

Belmore Boys High School: Stage 4 English:

Sparring with shadows [This model could be used for other titles.]

Task 1: creative writing

Relevant English outcomes	**3.** A Student responds to and composes texts in different technologies. **4.** A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. **5.** A student makes informed language choices to shape meaning with accuracy, clarity and coherence. **6.** A student draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts. **10.** A student identifies, considers and appreciates cultural expressions in texts.

Description of task

As class work for this unit, you will learn to compose two descriptive texts. These are:
- description of a character
- description of an event

At the end of the unit, you will publish these two texts for assessment. You will refine, edit and publish these as *Microsoft Word* documents in hard copy (print form).

Your *Microsoft Word* document, must observe the following specifications:
Font: Times New Roman
Font size: 12 point
The heading may be your choice of font style and size.
Text must be single spaced.
Paragraphs must have a single line space between each.

Context

Students have been studying a wide range of texts appropriate to Stage 4 over the last five terms. Many students still need support in information skills and literacy. Students will be supported in developing skills and understandings to an appropriate level in the context of a Stage appropriate study of prose fiction.

Criteria for assessing performance

Students will be assessed on how well they:
- develop a descriptive text (i.e. text is interesting and easy to imagine)
- organise ideas clearly and logically (i.e. text makes sense and is easy to understand; sentences and paragraphs are used appropriately)
- use language effectively to communicate ideas (e.g. use adjectives in extended noun groups, verbal groups, imagery, similes, metaphors, symbols; complex sentences, observe spelling and punctuation)
- present their work in word processed print form, observing ICT specifications.

Task 1 – creative writing feedback to Year 8 students

Marking guidelines – [one possible model which could be used to provide feedback to students].

Students writing two descriptive texts have:	Range
• used sophisticated language in a highly effective manner to clearly communicate ideas and sustain interest	A
• used language in an effective manner to communicate ideas and sustain interest	B
• used language to communicate some ideas and sustain some interest	C
• limited ability in using language to communicate ideas and sustain interest	D

Figure 1 The three teachers developed a unit which allowed for flexibility.

Team teaching: the ESL teacher's perspective

Significance

In schools such as Belmore Boys High there are many students who were born in Australia but still have language needs, which are not always adequately addressed. Many students who are not targeted for ESL support may be unable to achieve their full potential because they need more support with language. By team teaching in this class, I was able to address grammatical features in context and therefore review aspects of literacy, which many of these students hadn't mastered by the end of Stage 3.

For instance, students were given the following word bank (*Figure 2*). Some prefixes and suffixes were bolded and the word bank was differentiated by word class to support students' morphemic and spelling knowledge, as both skills help students to predict meanings of unknown words. These skills are essential in developing vocabulary and the provision of appropriate vocabulary is also necessary, as many students do not read widely.

I supported students by looking closely at the text and deconstructing parts of the text to demonstrate the author's use of language to develop characters and scenes. In this way, students were supported to develop grammatical knowledge and also to develop vocabulary but more importantly and appropriately for Stage 4 students, to see how the author had used language. The grammatical features addressed were also addressed in the assessment tasks.

Intellectual quality

The dimensions of the *Quality Teaching* model should be represented in all programs, and Intellectual quality can be effectively addressed in a few simple steps. Teachers can support the development of deep knowledge by carefully choosing teaching and learning strategies and then analysing the language demands and planning strategies to develop literacy. Deep understanding is developed by having the students clearly articulate this knowledge about language. Students develop metalanguage as it is explicitly taught, and many situations can be developed within the lesson for students to discuss text and use metalanguage. Substantive communication takes place if higher-order thinking is developed because literacy is problematised by asking students to think about and discuss language and make choices about language when discussing other subject matter in context.

Grammar focus (four periods)

Lesson 1 Develop metalanguage related to discussion of the text:
- build extended noun groups including an adjectival phrase or clause from the text e.g. p. 138, paragraphs 4 and 5
- begin to build up a word bank of adjectives and nouns, which support discussion of relationships and feelings.

Lesson 2 Identify a range of verbs which support discussion of relationships and feelings e.g. p. 113 *I spat...meant to be seen.*

Lesson 3 Describe a character. Jointly construct a concept map and then some topic sentences using grammatical features, which have already been discussed. Students then independently write a description of a character (literary description in a narrative), (Ralph, p. 20, p. 21, p. 88–91, p. 129).

Lesson 4 Describe an event in which the character is involved. Jointly construct in class and independently write for homework (narrative, p. 88–91).

Word bank for describing relationships

Expressions	Adjectives	Nouns	Adverbs	Verbs
care for	anx**ious**	anxi**ety**	dread**fully**	like
take an interest in	frighten**ed**	fear	fear**fully**	care
sympathise with	despic**able**	affec**tion**	affectionate**ly**	cherish
be fond of	lov**able**	friendship	fond**ly**	embrace
hold dear	un**lov**able	protective**ness**	doting**ly**	treasure
blue eyed boy	obnox**ious**	kind**ness**	loving**ly**	cling to
apple of one's eye	spite**ful**	tenderness	tender**ly**	regard
dear friend		compatabi**lity**		admire
centre of attraction		devo**tion**		idolise
		grudge		despise
		bitter**ness**		

Figure 2 The ESL teacher provided students with explicit vocabulatory support.

The students used the following information in Lessons 2 and 3, but I provided the analysis to support the classroom teacher and to be added to the unit of work for future use.

Building extended noun groups

In pairs, look for noun groups on page 138, paragraphs 4 and 5 and report back to the class. Teacher records and jointly constructs a similar passage about two boys running, with a focus on the noun groups. Students in pairs or independently write a similar passage and some are chosen to report back to the class.

Pointer	pronoun article
Counter	numbering adjective
Intensifier	comparative adjective
Describer	describing adjective
Noun	
Adjectival phrase/clause	adjectivals or adverb

For teacher reference only, noun groups are in bold, adjectival clauses and phrases are bolded and italicised (adverbial phrases include noun groups underlined).

Students are asked to look for noun groups which answer the questions beginning with *Who* or *What* as we are developing understandings about the participants in the writing. For this reason, the noun groups in the phrases are not bolded, as the phrases
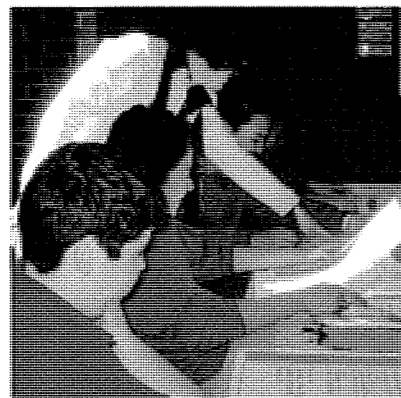
The teacher-librarian worked with small groups to ensure that students understood the concepts involved in writing an annotated bibliography.

answer questions beginning with *When, Where* and *How* and are used to describe a verbal group.

That's how it was for me and Nathan. We ran with a shadow hovering at our backs through deserted streets that led everywhere and nowhere, down back lanes where dogs and cats scattered before us or huddled tense and frightened in our wake. Past the warehouse where nothing much stirred but the restless junkies too out of it to notice us. And on past the silos, their steel lids iridescent above us, seeming to loom closer to earth than to heaven.

My thoughts were of nothing specific; that's all I can say with any clarity. My mind was a confusion of a thousand different thoughts, none of them sharp enough to stay with

me longer than an instant. None, that is, except the too vivid realisation that nothing could ever again be how it had been; not before the fire, not before the holiday…not before meeting Ralph.

Using a range of verbs

In pairs, look for verbal groups on p. 113, paragraphs 4 and 5 and report back to the class. Teacher records and jointly constructs a similar passage about two boys confronting each other with a focus on the verbal groups. Students in pairs or independently write a similar passage and some are chosen to report back to the class.

For teacher reference only, verbal groups are in bold.

…I spat as I shook my head in anger against Nathan's laughter. To deflect my embarrassment I asked, 'So why didn't you show?'

I saw Nathan shift his weight uncomfortably on the fence. It was only a momentary action, the putting of all his weight on both wrists as he flexed his back. But I saw something ripple across Nathan's face, something that I knew wasn't meant to be seen.

Feeling and thinking verbs can be grouped as sensing (*Figure 3.*)

The verbs in *Figure 4* are probably relating verbs unless they are joined up with a doing, feeling, thinking or saying verb. Also, watch for *being, been, having*

and *ought, must, should, can, may, could, would, might* that tell us how certain we are about what we are saying.

Will we do it again? Comments from the teachers

Cathie Harrison: The classroom teacher appreciated our input in these lessons because she stated that generally teachers felt students just had these skills, so next term they are doing a film study. My role will be helping to deconstruct their assessment task and guide them through the information process, while Kathy expands their grammatical horizons.

Kareena Momdjian: The students were very keen and responded well. All unit outcomes were achieved quite rapidly, and they were all engaged in the lessons prepared. The students also commented immediately on both the activities and on the effectiveness of the method of delivery.

Kathy Rushton: It was great to work with such committed teachers and to have an opportunity to share the load and the expertise. This action research project has

To be				To have		
I	was	am	will be	had	have	will have
you	were	are	will be	had	have	will have
he, she, it	was	is	will be	had	has	will have
we	were	are	will be	had	have	will have
you(plural)	were	are	will be	had	have	will have
they	were	are	will be	had	have	will have

Figure 4 Relating verbs.

helped us to realise how to work together without wasting time. We emailed our contributions to the program to each other and we had a shared focus. Kareena developed the assessment guidelines for the students, and all of us, teachers and students, knew what we were working

towards. I am looking forward to working with this team again and maybe repeating this process by working with the teacher-librarian and another classroom teacher. ▣

*Note: Sparring with shadows does have some explicit language in context which may offend some readers.

References and further reading

Aspects of grammar: a handbook for writing assessment (2005) NSW Dept. of Education and Training, Bankstown. SCIS 1228285. Available online at *TaLE* at, **http://www.tale.nsw.edu.au/home.aspx** viewed 31 August.

Foley, C. (2003) 'Focusing teaching and learning information literacy support' *Scan* 22(4), pp. 4–11.

Fusillo, A. (1997) *Sparring with shadows*, Penguin, Ringwood. SCIS 913381

Information skills in the school, [1989] NSW Department of Education.

'Quality teaching in NSW public schools' [kit] includes:
Quality teaching in NSW public schools: a video introduction
Quality teaching in NSW public schools: discussion paper
Quality teaching in NSW public schools: starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography [kit] ISBN 0731382552 SCIS 1131553

Selected components are available at **http://www.curriculumsupport.nsw.edu.au/qualityTeaching/ index.cfm**

Action	Feeling	Thinking	Saying	Relating (being/having)
spat		knew	asked	was
shook				wasn't meant
to deflect				
didn't show				
saw				
shift				
flexed				
saw				
ripple				
to be seen				

Figure 3 Feeling and thinking verbs can be grouped as sensing.

One small step: evidence based practice at Warilla High School

Marion Hing, teacher-librarian, explains how the teacher-librarian and Science staff at Warilla High School used an evidence based practice approach when integrating the explicit teaching of information literacy into the school plan.

Research into evidence based practice gave rise to a project at Warilla High School involving collaboration between the Science faculty, headed by Barry Anderson, and myself. Barry and I have been involved in the teaching and learning team, which is implementing the elements of *Quality Teaching* into the curriculum at Warilla. Our team identified the importance of having information literacy as a major focus area in the school plan and has been looking at ways to start the ball rolling. In implementing any change, we have been acutely aware of the need to start small, collect evidence of progress and capitalise on the ripple effect of our success.

We decided to begin an information skills program to support learning in Science, focusing first on collaboratively planning student assignments. Sandra Ryan's address, *Information literacy: evidence that school libraries*

can lead the way, delivered at the ASLA NSW professional development day at UTS was a great example of 'just in time learning' for staff at Warilla. I suggested that we trial our information skills program in Year 7 after surveying the group, and then continue surveying them (and successive Years) as they move through their educational journey. Survey analysis would enable us to document student progress, giving us valuable information for the ongoing improvement of our own methodologies, and providing tangible evidence to students and staff that our project was contributing to the learning goals of the school. This was adopted by the Science faculty and we took our first tentative steps into this research project.

What we have done so far

Our aims for this project are to:
- improve the research and information skills of our students
- increase the awareness of the information process in the school community
- demonstrate that explicit teaching of skills has a direct impact on learning outcomes
- demonstrate that collaboration between faculty staff and the teacher-librarian improves student learning.

Teacher professional learning

Step 1 was to provide the Science faculty staff with some professional development on the information

process. The afternoon faculty session time on the Staff Development Day (SDD) at the beginning of Term 2 was set aside for this. I joined the faculty staff at this time and we explored the elements of the information process together. The outline for the 80 minute session was:

1. Staff completed the information process activity (*Figure 1*), which was used to survey the students. This enabled staff to gain some insight into the information process and gain a clearer understanding of what we would be asking students to do.
2. Staff discussed the process and arranged the steps they identified into the six elements of the information process: Defining, Locating, Selecting, Organising/Synthesising, Presenting and Evaluating. Teachers found that they were generally competent at articulating the process, but that there were weaknesses in understanding Defining and Evaluating.

The information process

Students were given an assignment about a famous scientist and were asked to outline and number the steps taken to complete the assignment. The students could use more or less than 12 steps – the numbers were a guide to encourage students to think sequentially.

Figure 1. Staff and students were asked to outline the steps they would take to complete the assignment.

3. The information process was examined in more depth, looking at the questions that can be asked in each of the steps, and the accompanying skill sets. *Libraries in New South Wales Government Schools: policy statement* (1987, p. 4) was introduced to examine the role of principals, teacher-librarians and individual teachers in the implementation of an information literacy program in schools.
4. Staff examined a sample of the large range of professional resources available.
5. The last half of the session was devoted to the creation of an assignment for Year 7 which would require them to utilise the information process.

Student survey

Step 2 has been the issuing of the student survey. All Year 7 Science classes were given the same survey that staff used in their professional development session (*Figure 1*). Students were asked to list the steps they would take to complete the assignment. This proved to be a difficult task for many students, so some teachers helped their students with the thinking process. This may skew our initial results, but it demonstrated to staff that students are not as knowledgeable about the information process as is often assumed in secondary schools.

The challenging part of the project is devising a method of measuring student progress. How do we determine whether students are improving in their research skills? We have decided to combine quantitative data from the survey and anecdotal evidence from students and staff to evaluate the project.

Quantitative data will be gathered by comparing student hits in survey responses to the skills list in *Figure 2*. In this first year of the project, we will gain two sets of data: the first from the just completed survey where students are utilising their previous knowledge

Information Skills Year 7

Defining
- choose a topic
- think about the topic and ask questions to clarify understanding:
  - do I understand what needs to be done?
  - what do I already know about the topic?
- redefine topic and state in your own words
- identify key words and concepts
- develop focus questions
- devise a time management strategy for the steps identified as necessary to complete the assignment

Locating
- use *OASIS Enquiry* to locate resources in the school library
- identify a range of resources including books, encyclopaedias, magazines, Internet sites, databases, videos/DVDs, CD-ROMS
- use a range of Internet search engines, and include advanced searches
- broaden or narrow searches on the Internet and CD-ROMS, include Boolean operators

Selecting
- check for currency reliability of information
- locate a range of viewpoints in primary and secondary sources
- use contents/indexes to determine if the information in the resources is appropriate to the task
- skim and scan to select suitable information quickly
- review/modify focus questions
- use note taking skills taught in class
- record bibliographic details of each resource used
- download picture files with permission and indicate sources

Organising
- assess amount of information, is there too much or too little for the specified length of the assignment?
- combine selected information, connect similar ideas in a graphic organiser
- categorise information under headings and subheadings
- propose solutions, conclusions or generalisations
- consider audience, style, genre
- write a draft copy
- edit final version

Presenting
- create written/oral/graphic report which is logical, neat, correct, and complete
- utilise desktop publishing, presentation techniques, or dramatic skills as appropriate
- include a correctly written bibliography (ask for teacher guidance to complete this if necessary)

Evaluating
- identify skills practised
- respond constructively to teacher assessment
- accept feedback from peers and others
- reflect on personal achievement of set tasks
- evaluate own understanding/implementation of the task
- acknowledge personal and group achievements
- recognise areas which could be improved.

Figure 2. Students' responses in Figure 1 were compared to this skills list.

and experience to respond, and the second from the same survey question posed later in the year after explicit teaching of the information process.

Anecdotal evidence will be gained from faculty staff meetings and student responses to the *Animal Classification* and subsequent assignments. Already teachers are commenting on student responses to the survey, indicating their growing awareness of the need to explicitly teach the skills of the information process.

Teaching the information process

Step 3: I will take each Year 7 class through an information process exercise during one of their science lessons. I have developed a simple teaching aid, consisting of A4 sized felt mats and laminated labels with sticky dots on the back which will enable students, in small groups, to manipulate the elements of the information process. Hopefully, the thinking and recording process needed to complete the lesson will give them a more concrete understanding of the elements of the process. In conjunction with this lesson, students will be given the assignment decided on at the SDD which requires them to specifically practise skills in Defining, Locating and Selecting. Teachers will mark the assignment according to a rubric. Addressing the elements of explicit quality criteria and high expectations, the rubric will communicate the teachers' requirements about how well they expect students to complete the assignment.

Addressing the elements of explicit quality criteria and high expectations, the rubric will communicate the teachers' requirements about how well they expect students to complete the assignment.

Conclusion

The initial results from the student survey reveal that many students have a rudimentary understanding of the information process. There remains a significant number of students who feel that the assignment could be completed by using a search engine, such as *Google*, finding some information, printing it off, changing some of the words (only in a few of the responses!) and handing it in as their own work. This is a very clear indication that we need to be actively teaching information literacy and carefully planning assignments that do not enable students to copy and paste information to satisfy task requirements. Our Year 7 student survey results indicate that students who are unaware of information skills tend to miss the key elements of the information process which impacts on their understanding of tasks and consolidation of their learning ie. the *defining* of what they have to do, and the *reflecting* on what they have achieved and how this could be improved. These elements of the information process are essential in promoting high levels of Intellectual quality (deep knowledge and deep understanding) in the classroom and in establishing Significance for tasks given to students.

Future action

The results also demonstrate that our students rely on staff to evaluate their work, feeling that they have no function at this stage of the process. Some members of staff and some faculties use rubrics in their teaching or in some

For the future, increasing students' competence in information literacy is an identified priority for our teaching and learning team.

major assignment work, but this is not a widespread practice. This is an area that we will need to address in future as part of our *Quality Teaching* strategies.

For the future, increasing students' competence in information literacy is an identified priority for our teaching and learning team. As such, it will be incorporated into the school plan that is currently being developed by the school teams and Executive. This should ensure that all staff and students learn about and utilise the skills of the process in their information tasks, and that information skills become an assessable element of tasks.

We are also working closely with our community of schools to familiarise students at the feeder primary schools with areas of the high school they will be attending. For example, two of our Science staff conduct lessons during RFF sessions at the primary schools, sporting gala days are held, and principals communicate on a regular basis. We are looking at ways of integrating more information skills into collaborative lessons taught with secondary teachers at the primary schools so that students come to high school with a greater understanding of the information process.

We are making slow progress and are committed to taking our first small steps in introducing a wider information literacy program. We will measure, document and report our progress to our school community and hope that this will be one small step to something much larger which will ultimately improve the information skills of our students.
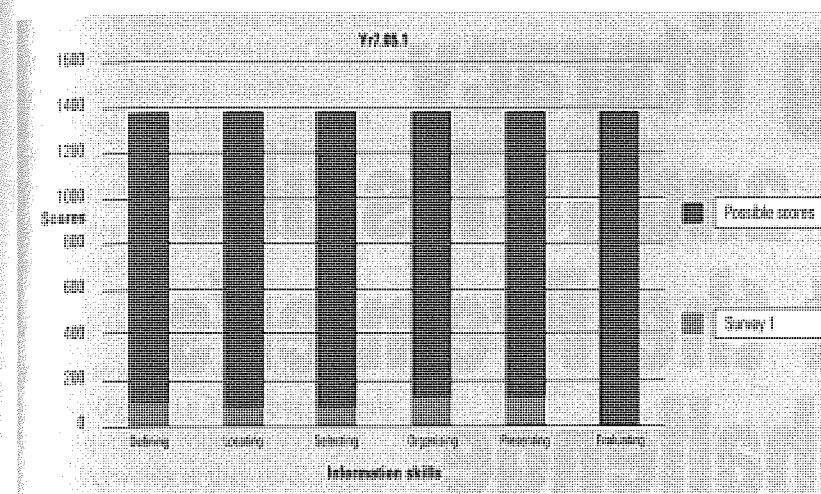

Figure 3 Graph of results of the first student survey.

Addendum

Since the article was first written, Step 3 has been completed. Year 7 classes have completed the lesson on the information process. The felt mats and sticky labels were enthusiastically received by students of all levels, and proved a useful tool for encouraging students to think about the steps and skills of the process. A couple of the labels left the library stuck to students' jumpers, but were cheerfully returned once discovered. The students have also been working on the assignment which was given to them immediately after their information skills lesson.

The analysis of the survey confirms our belief that students have only a rudimentary knowledge of the information skills process. The graph (*Figure 3*) shows the combined results for all classes. Students were able to articulate some elements of the process, but there were no responses indicating that students evaluate their work or progress once an assignment is handed in.

I am now looking at introducing an information skills teaching program in Year 8. I have already conducted a staff information session with Visual Arts and Music faculties during the Staff Development Day at the beginning of Term 3, and with HSIE during a faculty meeting. With the help of these faculties, we will survey students and teach the information skills process in Year 8.

To date, the learning outcomes identified by observation and staff feedback indicate that:

- some teachers are utilising the information skills process when planning their research tasks, or are focusing on specific skills e.g. encouraging students to identify key words and possible search strings, or using advanced searches on the Internet
- many teachers are mandating that students use a range of resources in their research tasks, and that they reference these sources appropriately
- staff are tending to take more notice of student skill levels, this becomes evident in the comments from staff about the observable lack of research skills such as using a contents page or an index
- Year 7 students are demonstrating more confidence in asking questions to clarify tasks.

I am planning to visit other faculty meetings during the remainder of 2005, so that all staff members have an understanding of the process, reinforcing the lessons in Years 7 and 8 from across the curriculum and paving the way for further developments in 2006. ▣

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Quality teaching in NSW public schools: a video introduction
Quality teaching in NSW public schools: discussion paper
Quality teaching in NSW public schools: starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography [kit] ISBN 0731382552 SCIS 1131553

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Integrating literacy strategies and ICT skills to support the Premier's Reading Challenge
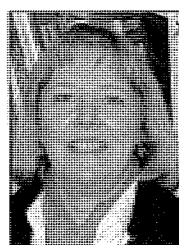
Di Johnston,

teacher-librarian and computer coordinator at Cambridge Park Public School, has collaborated with teachers to create motivating literacy strategies integrating ICT skills.

Background

The Premier's Reading Challenge (PRC) provides a fresh focus for students to enjoy literature. The booklists comprise a range of genres including classical and contemporary books and high interest reading in a variety of information texts. Students engaged in the in Years 3–4, 5–6, and 7–8 Challenge read 15 books from the list and five free choice books at a similar standard. Students in the K–2 Challenge experience 40 books, all from the PRC booklists, in one year which can be read to the students, read by the student, or as shared reading. For our initial PRC year at Cambridge Park, students from Years 3 to 6 are taking the Challenge. This involves systematic borrowing from the school library, reading the borrowed books and completing the details on reading sheets. These

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These students are very enthusiastic about selecting books from the PRC shelves within the library.

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students are very enthusiastic about selecting books from the PRC shelves within the library. To maintain the smooth running and enthusiastic involvement by teachers and students in the PRC, we have developed a range of management and literacy strategies which require the students to use ICT skills.

Management strategies include:

- **stickers for easy identification of books in the library**

PRC books in our school are coded with coloured stickers signifying the list to which they belong.

- **intranet access**

The school's *EduWeb* intranet provides the platform for the integration of ICT skills into teaching and learning at Cambridge Park. There is a bold hyperlink to the PRC on the intranet. This colourful link is the starting point for access by students to the PRC's booklists.

- **explicit instruction via *Altiris Vision***

Using the *Altiris Vision* virtual network, the teacher or teacher-librarian can demonstrate the procedure of finding each book and ID number to a large number of students seated in front of their own computers. Once the process has been understood by the students, *Altiris* is removed and students begin their own searches. To assist students with their selecting, special attention is paid to the annotations, which give students a brief synopsis of the contents of each book.

- **word processing PRC sheets**

Origianlly, the PRC student sheets were loaded as a template into *EduWeb* topic web pages in a *Microsoft Word* format. This allowed students to word process their entries. Book ID numbers were copied and pasted directly onto sheets. This process allowed us to further engage students in ICT skills in the whole Challenge process. Students' proudly completed their Challenge sheets within their *EduWeb* web page and displayed their sheet as part of their digital portfolio. Now students can enter their book details online, available again from February 2006.

Literacy strategies include

- **book reviews**

Teachers have asked that we reinforce the understanding of the texts by integrating student book reviews into the process. The regularity of these are set by classroom teachers or negotiated by students. A variety of book reports are available to students. They range from the traditional to the creative, to appeal to all learning styles.

- **note taking bookmarks**

These are available when students borrow (*Figure 1*). They give students headings under which they can jot down keywords as they read. Story bookmarks consist of headings such as Orientation, Complication, Resolution, Setting; Enjoyable incidents. Character bookmarks focus specifically on main characters and character descriptive terms. Using literature circle ideas, sentence beginnings are at the bottom of the bookmark. These include:

The author made me think of…
I felt mad/sad/glad when…

Students are also encouraged to use the back of the bookmark to create their own headings about facets of a particular book. This requires that they formulate questions about the content of their reading.

- **wordbanks**

These are being built up in the library and classrooms to enrich language comprehension. Modelling and brainstorming sessions assist students in understanding the meanings and application of descriptive character words. Character wordbanks, clearly displayed, provide students with ideas on relevant descriptive terms to use.

- **character matrices**

This allows students to list aspects of the characters in a table, e.g. *Charlotte's web*: physical features / personality/ activities. The matrix is created as a word table which is then inserted as a template into each student's topic in their own web page.

Some sentence beginnings:

I began to think of _____

I love the way _____

It's difficult to believe that _____

I wonder why _____

If I were _____

I like the way the author _____

This made me think of _____

I would like _____

I felt (sad, mad, angry, etc) when _____

I wish _____

I'm not sure _____

I noticed _____

This reminded me of _____

Figure 1 Note taking bookmarks give students headings under which they can jot down keywords.

- **mind maps**

These provide a graphical way for students to organise their thoughts about a book (*Figure 2*). *Kidspiration* is one of our networked software programs which students can use for a variety of tasks. Two of the reading and writing templates are relevant for graphical book reports. Story web gives students the headings of Title and Author read by…. Students add details such as setting, plot, and *What was the author trying to say? Character web* gives more specific character description headings for students to use. Once the mind map information has been typed in, *Kidspiration* allows students to draw their own character using selected facial features. They can also search author web sites for a graphic of the book cover to insert into the graphical book report. [Note: this activity provides teachers with an opportunity to discuss issues of copyright and the permission that is required to use material sourced from the Internet.]
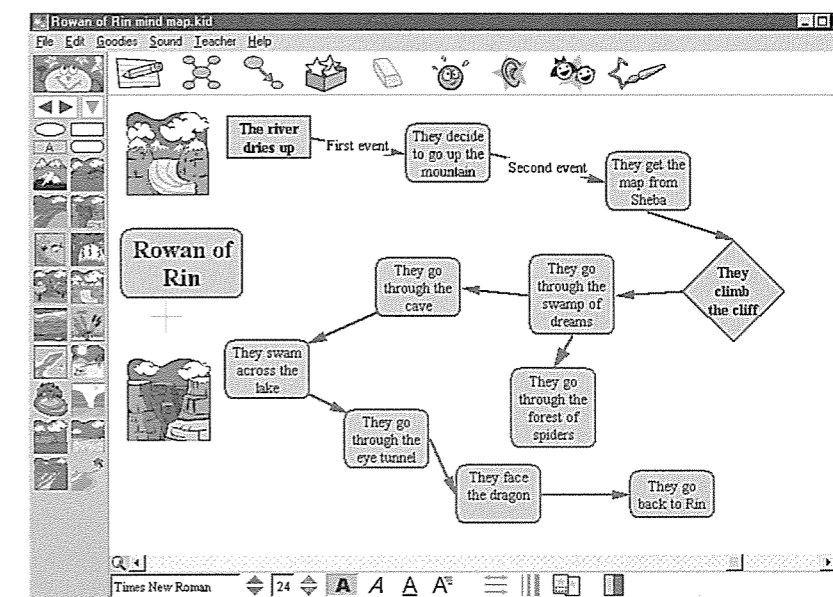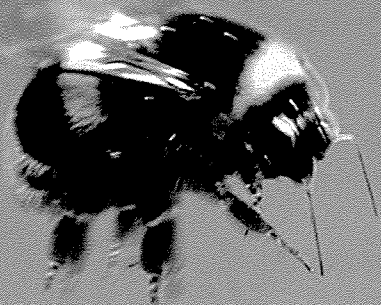

Figure 2 Electronic mind maps in Kidspiration enable students to organise their thoughts about a book.

advertisements

These are being created using the *KidPix* drawing program for the book or representations of book covers. The concept of advertising books with recommendations has been discussed resulting in media type presentations such as *Year 6 recommends this book*.

Original and animated versions of a new book cover are being created as *Kidpix Moopies* (moving pictures) and stored in student web pages as an exciting addition to their digital portfolio.

author web sites

Since Year 4 was keen on the *Selby* series, *Selby's site* was temporarily made the homepage on their class computers. Students then had easy access into the world of Selby. Other engaging activity pages include *Deltora quest* and *Harry Potter*

story board

Students create a flowchart using *Microsoft Word Draw* or *Autoshapes*. This allows students to sequence information through a fiction or information text.

conversations

Write a conversation that might occur between two characters in the book. This has been developed by first scripting the dialogue. Students may also draw the characters and record their own voices in dialogue to produce a *Kidpix* slideshow.

reading videos

Inserting reading videos into intranet pages has been a valuable way to reward those students who have finished their list of PRC books. Library monitors are being trained as the camera crew to make the videos (MPEG files). **Click on my webpage to hear me read** is a new hyperlink which leads to a video of a favourite book introduction being read by one of the students. ■

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Selby's site
http://www.selby.aust.com/

Fans of the talking dog, Selby, and his creator, author Duncan Ball, will delight in this interactive, bright and humorous site, with features for individual readers and class groups. These include: profiles and interviews with Selby and his author; covers and synopses of Duncan Ball's books; poetry; an awards list; and useful ideas for class literature activities. Children are invited to write to Duncan Ball and to send stories and poems. At the time of the review, a competition was running in which poems could be submitted online. Suggestions for obtaining books by this author favourably begin with looking in the school or local library. S. Leslie

USER LEVEL:	Stage 2 stage3
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Authors; Ball, Duncan
KEYWORDS:	Authors; Duncan Ball; Selby
PUBLISHER:	HarperCollins, Australia
REVIEW DATE:	15/03/99 [371.9]

Harry Potter and the chamber of secrets
http://www.scholastic.com/harrypotter/books/chamber/

The visual appeal of this site is striking, with the colour and images of all of the Harry Potter books dominating the home page. These features may result in a slow loading time, which users could find frustrating. **Pronunciation guide** provides the phonetic spelling and spoken pronunciation for 39 names taken from the novels. **Discussion guides** summaries aspects such as **Plot**, **Theme**, **Conflict** and **Characterisation** with probing **Questions** which teachers may find useful. An online game, **Wizard challenge**, encourages students to notices details within each Harry Potter book. Navigation throughout sections of this site can be clumsy. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3	
KLA:	English	
SYLLABUS:	English K-6	
SCIS SUBJECTS:	Authors, English; Children's literature, English; Rowling, J. K.	
PUBLISHER:	Scholastic, NY	
REVIEW DATE:	7/12/02 [823]	SCIS 1019244

Including all students in the Premier's Reading Challenge
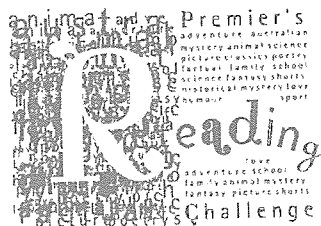
Rosie Charles

explains how the Premier's Reading Challenge can cater for all students, including those about to enter Kindergarten. Rosie also reminds us of the requirements for completing each Challenge.

One of the attractions of the Premier's Reading Challenge (PRC) is its inclusivity. The Challenge celebrates the success of newly encouraged, reluctant readers and good readers who challenge themselves to read more. Some high schools with a large enrolment of students from Non English Speaking Backgrounds introduce some of the PRC books in the library and in English classes, e.g. exploring visual literacy with picture books, so that all the students have a couple of books on their list right from the start and feel less threatened by the Challenge. They also encourage reading with a buddy. Both of these readers then include the book on their personal list for the first few books attempted.

We encourage schools which have students with special needs attempting the Challenge to contact us to discuss each individual case at the beginning of the Challenge, especially when students have a disability that affects their maturity level. Remember students in Year 3 can complete the K–2 Challenge up till September as students in Year 5 can complete the 3–4 Challenge and students in Year 7 can complete the 5–6 Challenge.

The Challenge supports the NSW Department of Education and Training's policy on integrated students. Where students with disabilities are integrated into the mainstream classroom, they should not be excluded from achieving the Stage outcomes for that class. Integrated students should be doing the Challenge appropriate to their curriculum Stage. However, depending on their disability, they may qualify for massive levels of support to help them achieve those age appropriate outcomes in the classroom. In the case of integrated students, they can access the same level of support to do the Challenge that they should be receiving to access their classwork. Therefore, if they have a helper (or would have if one could be provided) who comes into the classroom, that helper can also help them with their reading of the books for the PRC. A parent or aide, a reading buddy or sibling might be able to help them to read the books, reading the books to them, perhaps sharing the reading or prompting them whenever they need help. The student could read along while listening to an unabridged audio version of the book or be using, for example, a Braille book or enlarged text.

When students are in a special class, for example an IM class, working at a curriculum Stage level different from students in the mainstream of the same age, then they are able to do the Challenge appropriate for that class's Stage level ((see *Appendix 1*). Teachers are encouraged to help the students find books that are appropriate to their ability, their age and appeal to the students' maturity levels. Matching students with severe disabilities to accessible books appropriate for their maturity may require a great deal of support. Many of the picture books included on the PRC booklists are ideal for this purpose.

Many of the books on the Premier's Reading Challenge are available as audio books enabling students to 'read along' from the book while listening to an audio version.

When entries are coming from special classes, we ask teachers to attach a covering letter from the Principal to explain the appropriate curriculum Stage the students are working towards.

Early childhood and K–2 involvement

Students participating in the K–2 Challenge have to experience 40 books from the K–2 booklist either by reading, shared reading of the book, or having the book read to them. There are now 599 books on the K–2 booklist. Students can also access books from the older booklists with parental and/or teacher guidance to ensure the content is appropriate to their age, interest and maturity level. Independent readers in Years K–2 may prefer to attempt the 3–4 Challenge. This is a very different process where the student must read independently 15 books at least from the 3–4 booklist which includes many simple chapter books and five personal choice books that may even be chosen from the 3–4 or from the K–2 booklist. Only pre-school students going into Kindergarten in the following year may do the Challenge officially, they can begin in September. (see *Appendix 2*)

3–4, 5–6 and 7–8 Challenges

Students from Years 3–8 must read 20 books, 15 books at least from the appropriate booklist. All 20 books may come from PRC booklists. Students may choose books from the higher booklists with parental and/or teacher guidance to ensure the content of the book is appropriate for their age, maturity and interest level. Students are not able to read from booklists for younger Challenges except in their personal choices and only when appropriate. Students in Year 9 may complete the 7–8 Challenge up until September. Students experiencing difficulty in Years 3–9 may read along while listening to unabridged audio versions of the books. ■

Students supporting each other in the Premier's Reading Challenge

Tracy Day, support unit teacher at Marayong Public School, describes how attitudes to reading have improved following the introduction of the Premier's Reading Challenge

In 2005, our whole school, driven by the motivation and guidance of Jenny Scheffers, the teacher-librarian, decided to take the Challenge.

One teacher made a colourful chart and wrote all the students' names on it with room for stamps as they completed their books. This was a constant visual reminder to students of how many books they had read. It gave them visual reinforcement and an incentive to complete their Challenge.

We read daily in Drop Everything and Read (D.E.A.R.) time and it was interesting to note the shift in the students' attitude to reading after the instigation of the PRC. They were much more willing to read and began to press other students to read more. They did this by encouraging each other and, whenever they noticed someone with a few minutes to spare, they suggested they complete a PRC book.

There have been other benefits to the classes for having taken part. Firstly, of course it promoted reading. Now that the PRC has finished for the year, our students are still very happy to read in D.E.A.R. time. They encourage and help each other with their reading. It has also bound the students together with their sense of achievement and pride. These are great bonuses for support teachers.

Appendix 1 A teacher explains how students in a support unit have engaged with literacy through participation in the PRC.

Early childhood and the Premier's Reading Challenge

Linda Colless is the Co-ordinator of the Marayong Public School Pre-school

Reading to the children and enriching them with literature is a major part of our early childhood program. From September each year, students in pre-school classes going into kindergarten can begin the Challenge officially. Many pre-schools use the PRC booklists to encourage students and parents to read together, although they are not doing the Challenge. We were thrilled to participate in the Premier's Reading Challenge, especially when we discovered that we had many of the books on the list and that they were among our favourites.

The majority of our children and parents participate in daily library borrowing at the centre. We were fortunate to have PRC titles in our library, which made it easier for some children and their parents to meet the Challenge. A collection of PRC books were borrowed from the school library and displayed in the pre-school. Parents had the opportunity to read and share these stories with their children at times convenient to them.

Participation in the PRC had many benefits for the children. Their enjoyment of reading and listening was enhanced as they were exposed to a wide range of wonderful picture books and their confidence increased as they took part in a Challenge which was open to their older brothers and sisters. They felt quite grown up and ready for big school.

Appendix 2 A pre-school teacher describes how parents and pre-school children can become involved in the PRC as an orientation activity prior to starting Kindergarten.

Multiliteracies: another dimension of information literacy

Charmayne Hodgman, teacher-librarian at Mona Vale Public School, is a member of the national advisory panel for the Australian Children's Television Foundation (ACTF). Teachers at Mona Vale Public School use the ACTF programs and accompanying units to support school programs. Charmayne works closely with staff in the integration of multiliteracies, including media literacy, across the curriculum.

Introduction

Mona Vale Public School (MVPS) prides itself on being a school for the whole community. There are classes for students with special needs; a language class; opportunity and extension classes; integration programs; and an emphasis on student well being. MVPS is a member of The National Schools Network. MVPS is currently running The Restorative Practices Program, a whole school program designed to enhance the development of social and emotional competencies.

MVPS is also committed to integrating the dimensions of *Quality Teaching* into the curriculum:

Intellectual quality refers to pedagogy focused on producing deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and requires students to engage in higher-order thinking and to communicate substantively about what they are learning.

Quality learning environment refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.

Significance refers to pedagogy that helps make learning meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives.

Mona Vale Public School's commitment to *Quality Teaching*, The National Schools Network, Restorative Justice and the teaching of literacy in all its forms, fits well with the guiding principles of the Australian Children's Television Foundation (ACTF). The ACTF has a commitment to the production of quality media which is supported by kits and online resources.

These resources enable students to enter into a dialogue with each other and with their teachers. The programs encourage students to be critical and reflective about their own thinking and to evaluate ethical issues relevant to their everyday lives. The student activities developed for the kits also encourage students to be sensitive and tolerant. Currently at MVPS, there are three teachers doing class based research relating to ACTF programs and teaching resources with the support of the teacher-librarian. MVPS has the ongoing support of Lee Burton, the ACTF's Education Manager, who leads workshops and information sessions for the ACTF, focusing on media literacy.

It is important that our students see themselves in media, as it assists in developing their sense of belonging and of self. Australian children are now able to view programs written for them and about them. These programs are supported by teaching resources linked to key syllabus documents. The ACTF produces a rich variety of resources across key learning areas which include suggestions for teaching visual literacy. The resources are freely available on the web site at www.actf.com.au.

The ACTF has established an Australia wide teacher's network of 117 teachers from every state and one territory. Sixteen coordinators represent these teachers on the National Advisory Schools Panel. Panel members come from a cross-section of school communities which range from small country primary schools to large, urban, multi-cultural secondary schools. The aim of the panel is to strengthen the relationship between the ACTF and the education sector. The panel meets at the ACTF in Melbourne twice a year.

> The panel is a window into classrooms across Australia and helps the ACTF stay in tune not only with the way (our) programs are used in schools, but also with the way our audience responds to them. A meeting of the National Advisory Schools Panel provides a unique snapshot of Australia's school system and the way in which teachers in all states are teaching visual literacy. (Jenny Buckland, ACTF)

Lee Burton, the ACTF's Education Manager commented at the last meeting:

> With curriculum initiatives in every state and territory rapidly changing, this gathering is invaluable in giving the ACTF a national overview as well as a state by state overview into education. It means that the ACTF's teaching resources can be made more relevant than ever before. (2005)

Prior to the last meeting, coordinators worked together in mini panels to design research projects to find out how the ACTF can more effectively communicate with schools, how advisory schools can act as advocates for supporting the use of visual texts in schools, and how the ACTF resources are being used in primary and secondary schools across Australia. Over 400 teachers completed the surveys designed by the mini panels. Each mini panel presented the outcomes of their findings and recommendations. Everyone agreed that it was imperative to teach visual literacy, but noted that many teachers were not confident in this area and needed more professional development. Research has revealed that young children (2–7 year olds) interact with media for 25 hours a week (Hesse and Lane 2002). Teachers need to learn to how to encourage their students to think about and analyse visual texts (Tara McKenzie, ACTF Coordinator). One of the many outcomes and recommendations of the last coordinators gathering was that the ACTF develop a resource aimed at the professional development of teachers wanting support in teaching visual literacy. The ACTF is currently addressing this need.

Multiliteracies and information literacy

Information literacy includes: critical thinking; ICT skills; creative thinking, communication skills; personal and group skills; and problem solving (Brown 1999). Students grow and live in a world filled with old and new media, print and screen media, educational, and commercial media for learning, play, and entertainment. New media technology also introduces new types of content, with new grammar, syntax, and new ways of thinking about stories and characters, advertising and marketing messages (Harel, 2002). Perhaps we need to expand the components of information literacy to include media literacy.

Media literacy is the ability to view visual and audio-visual materials analytically, critically and knowledgeably. The four inter-related dimensions of media literacy are:

- cognitive: understanding how the message was produced and the symbols it uses
- emotional: understanding the cues that are used to trigger emotional responses in the audience
- aesthetic: understanding and appreciating the craft of the creators of the media
- moral: the ability to infer the values underlying the messages.

The stages of media literacy range from recognising the most superficial meanings in what is experienced (facial expressions, sound, colour), to taking social responsibility and making active choices and change in one's life because of the impact such action can make, such as not watching or playing violent shows or games (Burton 2004).

Most respondents to the surveys indicated that they needed more quality resources for teaching values education and philosophy K–12. In particular, teachers wanted teaching resources which explored:

- self and relationships
- bullying prevention
- student wellbeing
- self-directed thinking
- awareness of the needs of others
- exploration of philosophical themes
- deep thinking.

The ACTF have produced several media texts which explore these themes and are relevant to key curriculum areas. At Mona Vale Public

Teachers work with students and encourage critical and reflective thinking.

School we have found these media texts to be a powerful way to teach values education and philosophy because they inspire students to learn (*Figure 1*). They engage the senses, the brain and heart. The texts also provide a common point of reference to discuss issues that are often difficult to introduce. A short summary follows of some of the most popular ACTF media texts we use in PDHPE and link to other KLAs.

Worst best friends, video based on the book by Max Dann
- mid/upper primary
- 13 part half hour series
- used widely in personal development programs across Australia
- comedy series with wide appeal to students
- online resources includes an extensive anti-bullying kit.

[Editor's note: There will be a Stage 2 English multimedia rap based on books and films from the television series by the author during Term 2, 2006.]

Chill out!: video anthology, teachers' guidebook, CD, online units
- lower-mid primary
- values education and anti-bullying
- explores conflict and conflict resolution
- educational themes are explored in an entertaining way.

What's fair? video, book, CD
- upper primary to lower secondary
- values education and anti-bullying kit
- rights and responsibilities, honesty, handling peer pressure and preventing bullying
- includes segments from popular ACTF telemovies.

Noah & Saskia DVD, CD-ROM, video, novel, online study guide
- upper primary to secondary
- a complete media literacy resource to teach visual literacy, multiliteracies, critical thinking, media production and Internet issues
- 13 part hour series shown on the ABC

Students interact with others in small groups to discuss the issues.

- a rich blend of live action and animation incorporating the ACTF's 3D software *Kahootz*
- a CD-ROM covers every aspect of media production script to screen: 13 scripts, lesson plans, worksheets, featured interviews with cast and crew, video clips
- online units explore every aspect of teenage Internet use
- a new teaching unit is available by searching the Noah and Saskia production section in the **Learning Centre** at www.actf.com.au and selecting Unit two. The unit provides classroom discussion worksheets to stimulate students to think about Internet issues. At MVPS, Year 6 and Opportunity Class students found it interesting to explore the differences between the online avatars and the real-life characters of Noah and Saskia. This led to a lively discussion about being honest on the Internet.

[Editor's note: There will be a multimedia rap on Noah & Saskia for Stage 4 English during Term 1, 2006.]

I think... video, book, CD, online units
- a unique teaching resource for ages 5–13
- based on the animated short films, *Munch kids* from the ACTF's *Lift off* series

- stimulates philosophical debate and critical thinking
- children discuss important and puzzling big ideas and wonder about the solutions to environmental and personal issues
- themes: rights and responsibilities, honesty, handling peer pressure and preventing bullying
- children's discussions have been transformed into visual form by animation artists
- this is an important resource for media literacy, can be used to explore how abstract ideas can be visualised and to stimulate students to produce their own *I think...* using animation or other forms of visual communication.
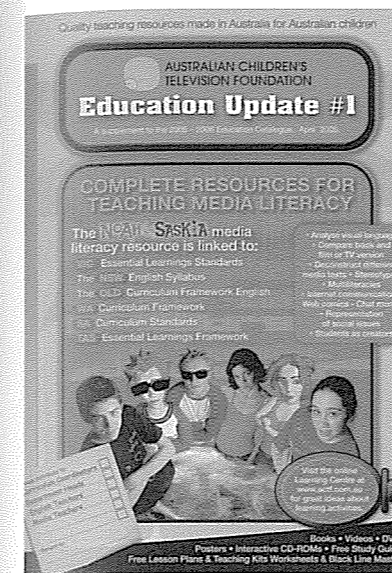
Other ACTF values education resources include:
- *Lift off!* series and curriculum packs K–3
- *Kaboodle* anthology of short stories K–6
- *The girl from tomorrow* telemovie
- *Yolngu* boy feature film
- *Holly's heroes* developed for 8–14 year olds. This series has been very popular with our students. Basketball, sporting teams, competition, being at a new school, bullying, and other themes are explored in this drama series. The

Resources for teaching media literacy.

main character, Holly, models some excellent strategies for handling several really distasteful teenage and adult bullies.

Senior resources
- *Australian Rules*
- *House gang*
- *Hating Alison Ashley*, junior and middle secondary students. Teacher resource materials support English, PDHPE, and HSIE.

The following cross-curriculum unit, *Fairness*, (*Figure 1*) is suitable for Stages 2, 3 and 4. The unit was adapted from the teaching notes in the *I think...* kit and incorporates techniques to promote deep thinking, ideas for teaching media literacy in context, curriculum outcomes across KLAs and suggestions for student assessment. This unit has been taught at MVPS in a Year 4 and a Year 5 class. The students found the short, animated film in the unit engaging and the accompanying activities thought-provoking and interesting.

Assessment and evaluation of student progress

Most schools have a focus on improving thinking skills in their curriculum. The skills, attitudes and behaviours that will be observed in this unit should be understood by the students and, where possible, involve self-assessment.

These skills include:

Inquiry

The student:
- asks relevant questions
- shows sensitivity to content
- demonstrates ability to find relevant examples
- is open to new ideas
- discusses issues with objectivity.

Dialogue

The student is:
- able to paraphrase others' ideas
- able to build on others' ideas
- able to listen attentively.

Attitude

The student:
- understands the need for supporting opinion with reason

- is open to new ideas
- accepts others' idea
- accepts corrections by peers.

Behaviour

The student:
- shows respect for others during inquiry
- interacts with others in a small group
- works well independently
- is a cooperative and independent member of the group

Students should keep a reflective journal to chart their progress. (Abbot) ■

References and further reading

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Dann, M. (2002) *Worst best friends*, Penguin, Camberwell. SCIS 1114774

Evely, C. & Cloonan, A. *Noah & Saskia* [electronic resource] Australian Children's Television Foundation, Fitzroy. SCIS 1199838

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The girl from tomorrow [videorecording] (1990) Film Australia, Lindfield. SCIS 679467

Harel, I. (2002) 'Learning new media literacy: A new necessity for the young clickerati generation'. *Telemedium, the journal of media literacy*. Spring, 48(1), pp. 17–26.

Hesse, P. and Lane, F. (2002) 'Media literacy education with young children: possible or not?' *Telemedium, the journal of media literacy*, Spring, 48(1), pp. 13–16.

House gang Episode 1–3 [videorecording] (1996) Australian Film Commission, Sydney? SCIS 1165809

I think... [videorecording] (2000) Australian Children's Television Foundation, Fitzroy. SCIS 1007455

Klein, R. (1984) *Hating Alison Ashley* Penguin, Ringwood. SCIS 160020

Morrison, B. (2002) 'No. 219: Bullying and victimisation in schools: a restorative justice approach' Paper published by Australian Institute of Criminology, *Trends & issues in crime and criminal justice*. Note: this is an outcome of a project, Shame Management and Social Reintegration for Bullies and Victims in ACT Schools: The Prism Project (CRC 6/97-8), funded by the Criminology Research Council. Available online at **http://www.aic.gov.au/publications/tandi/tandi219.html**

Noad, B. (2004) 'Does critical literacy have an image problem?' in *Scan* 23(4), pp. 4–11.

'Quality teaching in NSW public schools' [kit] includes:
Quality teaching in NSW public schools' a video introduction
Quality teaching in NSW public schools' a discussion paper
Quality teaching in NSW public schools': starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography [kit] ISBN 0731382552 SCIS 1131553

Selected components available at: **http://www.curriculum support.nsw.edu.au/qualityTeaching/index.chn**

Yolungu boy [videorecording] (2000) Australian Children's Television Foundation, Fitzroy. SCIS 106087

Unit: *Fairness*

Key learning areas
English
PDHPE
Key Themes: philosophical enquiry; values education; visual literacy
Links to: *Quality Teaching* **(Deep knowledge, Deep understanding)**

Focus questions

Does treating people fairly meaning mean treating everyone the same way?

What is the difference between being right and being fair?

Would a definition of fairness be giving something to the person who needs it most even though others miss out?

Could something be wrong or unpleasant but fair?

Could you say animals think about fairness when they act?

Can you treat a plant fairly?

Major philosophical issues

What constitutes fairness?

Is fairness when everyone has an equal chance of success?

Should a decision about what is fair be determined by what is fair to the individual or group?

Is there an objective standard for judging fairness?

Can something be wrong and yet still be fair?

Can things be fair and unfair at the same time

Content ideas
- fairness
- culture
- recognising attributes of self and others
- confronting problems
- values
- recognising and accepting differences.

English outcomes:
TS2.1, TS3.1, TS2.2, TS3.2

Reading
RS2.7, RS3.7, RS2.8, RS3.8

Writing
WS2.9
WS3.9

Teaching strategies
- have copies of the focus questions
- place students in groups of 4 to 6
- assign a recorder to each group
- pose a question to each group
- allow thinking time
- each student responds to the question
- recorders are asked to report responses to the whole class
- record points on whiteboard
- review the responses
- discuss why 4 heads are better than 1.

We often treat others in a particular way because they are similar or different to ourselves. Discuss with your class the similarities and differences of the following:
- a school of fish and a school of students
- a fox hunting a rabbit; your family shopping at the supermarket
- a group of magpies singing in the morning; a group of friends talking at lunchtime
- a snake hibernating in winter; you saving money to buy presents for your family
- a female chimpanzee cleaning her babies fur; a parent ironing your clothes.

Visual literacy: preview the video unit *That's not fair.* Copy and enlarge the video sleeve.

Discuss these features on the sleeve with the students: the photograph, title, series logo, ACTF logo, classification, and blurbs.

Look more closely at the ACTF smiley face logo and the *Lift off* logo on the cover, discuss the simplicity of the designs and colour and the possible meanings. Is the smiley face looking in or out of the television?

How does this change the meaning of the logo?

Listen to the introduction to *I think...* Discuss the meaning of what the child says about thinking and the use of a child's voice. The contents of the children's talk about fairness is bought to life in a colourful and humorous cartoon-style narrative. Discuss with the students the reason the story was presented in the way instead of in a more conventional manner (intended audience).

Talk to the students about the purpose of text and how the text is structured to achieve the purpose. Make explicit the different points of view in the text/video. Discuss the contribution special effects, sound and colour make to the video. Would the impact be the same in black and white with adult voices?

Collect some cartoons featuring well-known politicians or personalities which highlight a particular physical characteristic. Discuss the techniques used by the cartoonist, why the artist chose to exaggerate this particular feature, the message sent by the exaggeration and if it fair to use a person's characteristics in this way?

As a class, select the current social situation which you believe highlights a lack of fairness. Ask students to write a letter to the editor explaining their concerns and why they think the situation is unfair.

PDHPE outcomes:
CO2.1, COS3.1, PS2.5, PS3.5, IRS2.11, IRS3.11, V2

In pairs, students share experiences which made them think *That's not fair.* Ensure that the students are mindful of each others feelings. In pairs, ask them to complete the following sentence to share with the rest of the class. *An experience is not fair when it makes you feel...*

In pairs students draw up the criteria for the design brief to make an instrument to test fairness. Address: ability to discern truth, weight, size, capacity, portability, attractiveness, safety and power generation.

After a class discussion about current environmental concerns, students create a collage from materials relating to the issue to make a statement about environmental concern e.g. logging of old growth forests.

Figure 1 This unit relates to the ACTF multimedia teaching kit 'I think'. The teaching notes are adapted from 'That's not fair' by Steve French.

Noah & Saskia [videorecording]
Australian Children's Television Foundation, 2004 (354 min.)
ISBN 086421393X

An ambitious project that mixes animation with actors in a multilayered narrative, the entire 13 episodes of this successful television show are cleverly entertaining. Well written, intelligent scripts, interpreted by engaging and realistic characters, will take students on a journey through imaginary and real worlds. In England, 14 year old Noah creates an Internet comic. He then befriends Australian student Saskia after he steals her music, and their friendship ebbs and flows in each episode. Both characters create an animated web persona as their Internet identity, and each conjures up a trendy and older person as the imagined embodiment of the other person. The book, written after the series, does not work particularly well without the DVDs. It artistically mixes fonts and graphics, but its themes of the Internet and communication, and teenage peer relationships, will be better grasped when the book is used in support of the film. The CD-ROM is packed with information about the series, film in general, and teaching support. C. Thomas

USER LEVEL: Stage 4 Stage 5
                     $149.95   SCIS 1216549

Other reviewed titles:
Noah & Saskia   SCIS 1172339
*Noah & Saski*a [electronic resource]   SCIS 1199838

Journey into Stage 6
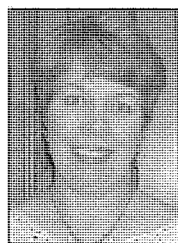
Janelle Skinner

is the teacher-librarian at Grafton High School. In this article, Janelle describes a collaborative network meeting of secondary English teachers, Departmental consultants, and teacher-librarians in the Clarence Valley. During this professional learning activity, strategies and resources for teaching the Area of Study: The journey, were discussed and collated.

Background

Teacher-librarians are constantly seeking avenues for supporting classroom teachers in ways that ensure their contribution to student learning is valued and relevant. During Terms 1 and 2 2005, a number of two-hour workshops were held in the Clarence-Coffs Harbour schools network, where participants shared their expertise, resources and practical teaching strategies These collaborative sessions were guided by Lynda Mulder (*Quality Teaching*) and Helen Boutell (Literacy), with support from members of the teacher-librarian collegiate groups.

Picture books and visual literacy to support *The journey*

The first workshop focused on picture books and visual literacy. The collegiate reflected on the success of this workshop and considered that this format would work well for future workshop topics, as it brought together colleagues from a wide cross section of schools throughout the network, sharing their knowledge and expertise in a relaxed and enjoyable way. The workshops were relatively simple to organise.

In the weeks prior to the visual literacy workshop, secondary teacher-librarians in the Region had discussed ways to support HSC students who often come to the library seeking related material for the Area of Study: *The journey*. Following the visual literacy workshop, teacher-librarians decided to make *Journeys* the next topic. The focus of the workshop, entitled *Journey into Stage 6*, was to look at this topic from a teacher-librarian perspective.

Teachers had been introducing related material to students in Stages 4 and 5 to raising awareness of the wide range of texts available to them. When these students reach the challenge of the HSC years, they will hopefully feel a sense of familiarity with the texts. When discussing texts with students in Stages 4 and 5, appropriate metalanguage is used, such as *perspective, setting, context, intertextuality, appropriation, language,* and *visual techniques.*

Sue-Ellen Francis (Maclean High School) and Anne Fitzmaurice (South Grafton High School), both HSC English teachers and examination markers, introduced the Area of Study: *The journey* at the workshop. This provided teacher-librarians with an overview of the HSC common content.

The prescribed Area of Study is considered with a particular focus, with students studying one of three focuses related to the Area of Study. These focuses are:

- Imaginative journeys
- Inner journeys
- Physical journeys

As set out in the English Stage 6 syllabus, prescribed texts for the focus include:

- the BOS stimulus booklet (containing various types of text such as a poem, cartoon, painting, short story or article)
- a range of prescribed texts from which at least one must be chosen
- texts of the students' own choosing, relevant to the Area of Study, to be drawn from a variety of sources, in a range of genre and media.

Teacher-librarians are in a key position to support teachers and students of Stage 6. In assisting students to locate additional related texts and textual forms, teacher-librarians need to be informed about the students' prescribed texts, including those contained in the Board of Studies NSW stimulus booklet. Students need to select material that has sufficient depth to afford them plenty of scope in which to examine the techniques used by the composer. Students will need to be able to discuss the material as it relates to their overall concept of *The journey*, and to their prescribed texts and how *The journey* is presented in them. Some related texts, drawn from a variety of genre and media and which meet the requirements of this Area of Study, are listed. Students may choose additional related material from a wide variety of genres and media, including but not limited to:

- picture books
- novels
- short stories
- poetry
- cartoons and comic strips
- newspaper and magazine articles
- films
- posters
- musicals
- song lyrics
- biography and autobiography
- travel journals
- art and photographic works.

Suggested related resources

(Compiled from many colleagues' suggestions)

Fiction (* denotes picture book)

Arnott, S. *The astrolabe: adventure on the southern seas*
Baillie, A. *Dragonquest* *
Baker, J. *Belonging* *
Baker, Jeannie. *The story of Rosy Dock* *
Bauer, J. *Grandpa's angel* *
Bianco, M. *The velveteen rabbit, or, How toys became real*
Bone, Ian. *Sleep rough tonight*
Browne, A. *Into the forest* *
Browne, A. *Piggybook* *
Browne, A. *Willy the champ* *
Collins, P. *Dragonsight*
Crew, Gary *Old Ridley* *
Frazier, Charles. *Cold Mountain*
Gao, X. *Soul Mountain*
Gervay, S. *The cave*
Goldsworthy, P. *Little deaths* (short stories)
Grant, N. *Indo dreaming*
Harvey, R. *At the beach: postcards from Crabby Spit* *
Hesse, K. *Young Nick's head*
Jeffers, O. *How to catch a star* *
Kingsley, C. *The water babies: a fairy tale for a landbaby*
Lawhead, S. *The iron lance (The Celtic crusades)*
Leunig, M. *The curly pyjama letters*
Lewis, C.S. *The lion, the witch and the wardrobe (and series)*
Lobel, G. *More precious than gold* *
Marsden, J. *The rabbits* *
Miller, D. *Refugees* *
Murray, K. *Market blues*
Riddle, T. *The singing hat* *
Rosoff, M. *How I live now*
Saint-Exupery, A. de *The little prince / Le petit prince*
Smith, W. *Monsoon*
Steinbeck, J. *The grapes of wrath*
Tan, S. *The lost thing* *
Thiele, C. *Pannikin and Pinta* *
Thompson, C. *The short and incredibly happy life of Riley* *

Tolkein, JRR *The hobbit: or There and back again*
Wang, G. *The garden of Empress Cassia*
Webb, C. *Inheriting Jack*
Wheatley, N. *Luke's way of looking* *
Wheatley, Nadia. *My place*
White, E. *Voyage on the great Titanic: the diary of Margaret Anne Brady*
Wild, M. *Baby boomsticks* *
Wild, M. *Fox* *
Willis, D. *The doomsday book*
Winton, T. *Dirt music*
Winton, T. *Minimum of two* (short stories)
Winton, T. *The riders*

Poetry

Harrison, M. *The Oxford book of story poems*
McAfee, A. (Browne, A. ill.) *Kirsty knows best**
Montgomery, H. *The Voyage of the arctic tern*
Noyes, A. (Keeping, C. ill.) (1983) *The highwayman**

Travel

Bowden, T. *Antarctica and back in sixty days*
Bowden, T. *Penelope bungles to Broome*
Bryson, B. *Bill Bryson's African diary*
Bryson, B. *Neither here nor there*
Bryson, B. *Notes from a small island (and other titles)*
Campbell, E. *Absurdistan: a bumpy ride through some of the world's scariest, wierdest places*
Cottee, K. *Kay Cottee: a history making solo voyage around the world*
Fraser, K. *Worst journeys: the Picador book of travel*
Hansen, E. *Orchid fever: a horticultural tale of love, lust and lunacy*
Hawks, T. *One hit wonderland*
Hawks, T. *Round Ireland with a fridge*
Jones, T. *The incredible voyage*
Manry, R. (1967) *Tinkerbelle* Collins, London.
McMurtry, L. *Roads: a millennial journey along America's great interstate highways*
Palin, M. *Around the world in 80 days*
Palin, M. *Pole to pole*
Palin, M. *Full circle with Michael Palin*
Palin, M. *Michael Palin's Hemingway adventure*
Palin, M. *Himalaya*
Palin, M. *Sahara*
Wheeler, T (et. al.) *Lonely Planet unpacked again. Travel disaster stories*

Other literature

(1987) *Psychic voyages (Mysteries of the unknown)* Time-Life Books, Richmond, VA
Carter, F. *The education of Little Tree*
Hartley, A. *The Zanzibar chest: a memoir of love and war*
Homer. (2002) *The wanderings of Odysseus: the story of the Odyssey.* Frances Lincoln, London.
Jacobs, J (ed.) (1967) *The book of wonder voyages,* University Microfilms, New York
Murphy, S. *The pyjama boy*
Steele, P. *Incredible journeys (Myths and legends from around the world)*

Van Der Zee, R. *Erika's story* *
Xinran. *The good women of China: hidden voices*

Art /photography/ posters

CD covers
Advertisements
Browne, A. *The shape game*
Mickelthwait, L. *A child's book of art*
Useful art web site: *Chrysalis Publishing* at **http://www.chrysalis.com.au/**
Hawkes, Ponch (examples of her photography available at *Chrysalis Publishing Finding Neverland* (film poster)
Fricke, J. *100 years of OZ: a century of classic images from the Wizard of Oz collection of Willard Carroll*

Cartoons

Leunig, M. *The Penguin Leunig*
Leunig, M. *The travelling Leunig*

Film

Beijing bicycle (2002)
Charlie and the chocolate factory (2005)
Cinema Paradiso (1989)
Danny Deckchair (2003)
Dark blue world (2001)
Divided we fall (2000)
Finding Neverland (2004)
The grapes of wrath (1940)
The piano player (2002) [AKA *The target*]
Willie Wonka and the chocolate factory (1971)
Useful web site, *The Internet movie database* at **http://www.imdb.com/**

Song lyrics

911 *The journey*
Bob Dylan *Bob Dylan's dream*
Bob Dylan *Dirt road blues*
Bob Dylan *Tangled up in blue*
Elton John *Candle in the wind*
Led Zeppelin *Kashmir*
Paul Simon *Born in Puerto Rico*
Paul Simon *The boxer*
Steppenwolf *Magic carpet ride*

Useful web sites for lyrics:

Rare lyrics at **http://lyrics.rare-lyrics.com**
Lyrics box at **http://www.lyricsbox.com**
Lyrics007 at **http://www.lyrics007.com**
Sing365.com at **http://www.sing365.com**

Newspaper and magazine articles

Personal accounts relating to health, grief and loss, survival, e.g. *First person (Health & Science, Sydney Morning Herald,* Thursday editions)

[Editor's note: a book rap *English Stage 6 Journeys: stimulus booklet for the Area of Study,* is available at http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm] ▪

Taking peer tutoring one step further at East Hills Boys High School
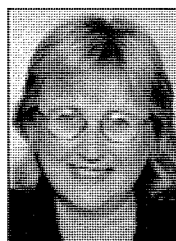
Susan Turnbull, teacher-librarian, **Meryl Warton** learning support teacher, and Elenor Cowell, ESL teacher at East Hill Boys High School (EHBHS) worked with **Lynda Stuart-Muirk**, TAFE literacy/numeracy teacher, to add value to the TAFE accredited peer tutoring program at EHBHS.

Getting a head start!

This program begins the year prior to the start of the TAFE course.

After the Year 10s roll out, we advertise in the school newsletter and call for volunteers, then it's first in, best dressed. (Susan)

The school has no shortage of volunteers for the program, so the first 20 students in with their signed permission slips are taken and a wait list is formed.

Getting to know partners

The next step is socialising and training the would-be trainers and trainees. Firstly, a special breakfast is organised.

Food is a great leveller in a social situation, whether it's the business lunch or our breakfast. We use it as a time for the boys to get to know one another. (Meryl)

Partnerships for the program are formed in consultation with the two tutoring teachers. Participants are fully assured that they can change partners if the partnership is not working out or if either just wants a change as the program continues.

We try to discourage a struggling tutor and a struggling tutee continuing together. As you may have guessed, tutors are not necessarily academic or great readers themselves, in fact, it's more important that the rapport

be there between the partners. We also see this program as a way of developing literacy skills in the tutors. (Meryl)

Getting started

Literacy skills development begins after partnerships have been decided. Each tutee receives a grammar book, purchased by the school. This book is used as a reference for the tutor and tutee. It is officially handed over to the tutee as a gift at the end of the program

(This book is)…an excellent learning tool for future reference. Grammar quizzes are also completed at the beginning and end of the program. (Susan)

TAFE training and enrolment

The mandatory training session is done at Padstow TAFE campus in the conference room. Tutors have their photos taken for their TAFE identity card and are made to feel highly valued. They are encouraged to feel further affiliated with TAFE by attending out of school uniform and being allowed to join TAFE's student association. Students are also fully informed about their automatic TAFE library membership and the benefits of this are explained. A short talk by the TAFE counsellor also contributes to the feeling that they are part of a TAFE course and they really are TAFE students. The counsellor is then also known to the students as someone

Understanding and knowledge of the units of work are further supported through visual means such as video or film.

else who can contribute to their knowledge of career pathways.

On-going training at school

Literacy training for tutors and tutees continues in the school library. Class texts are studied by Year 8 tutees and, whenever necessary, Year 10 tutors are given extra support and revision so they can effectively guide their tutees through the work. Year 10 benefit from this extra support and have particularly appreciated the units on mapping skills and geometry for, as Susan explains,'…you can't expect Year 10 to know or remember all these things'.

If tutors need more revision, or feel they need the revision to boost their confidence; they are given extra tutoring by Elenor and Meryl. Understanding and knowledge of the units of work are further supported through visual means such as video or film.

Literacy and numeracy support

Word lists for every unit of work are prepared by Meryl and Susan. These are used to improve dictionary skills by matching and researching meanings. They also provide valuable references for tutees while reading and revising class topic material and are also used as lesson material if Year 10 tutors are absent. Word lists are also provided to Year 10 as part of their own personal preparation for the School Certificate. Lists of sight words break up the units of work and improve reading. TAFE training for tutors also includes work and material on spelling rules, word formation, etymology and commonly confused words.

Subject support

Every peer tutoring pair work at their own pace, as all units of work are prepared at the beginning of the year after liaising with class teachers about texts and the order in which they will be used. Units include:

Geography skills: directions, longitude, latitude, bearings and scale

Geography: fresh water

Science: particles

Science: space

Medieval history

Mapping skills-grid and area

Geometry (included because of the extensive use of vocabulary specific to that field. Tutors have also appreciated the chance to revise the area in the lead-up to the School Certificate).

English Language Literacy Assessment (ELLA) test results at the school have improved and teachers believe that the peer tutoring program has contributed to this.

The little extras

Later in the year, a special morning tea follows a longer TAFE training

session. During this morning tea, the tutors are made to feel special and are thanked for the wonderful job they are doing. Another morning tea is held during tutoring time just before the School Certificate. At this, the tutees thank the tutors and wish them good luck during the School Certificate. The tutees continue with the Premier's Reading Challenge during Year 10 work experience time.

Graduation

Tutors graduate at TAFE in the conference room. Students are presented with their statements, provided with morning tea and taken on a tour of the whole college. The local newspaper will be invited to the presentation as this presents an ideal opportunity to advertise the achievements of the schools. ■

References and further reading

Hafey, B & Mackenzie, W. (2002) 'Peer tutoring at Canterbury Boys High School' *Scan* 21(4), pp.4–6.

Walker, P. (1996) *Pascal's basic primary grammar : a concise guide to modern grammar*, Pascal, Glebe. SCIS 868181

## Australian Reading Record at East Hills Boys School

More than 1327 students made an Australian Reading Record on Tuesday 16 August 2005 at East Hills Boys High School, reading the first 1000 words of James Moloney's *The book of lies*. Students participated from East Hills Girls High, Picnic Point Public School, East Hills Public School, and St. Christopher's Primary School. At 2 pm., Australian author James Maloney walked onto a stage in front of the large assembly of students and, on a count of three, everyone started reading aloud and simultaneously, ...*On a night when angry clouds boiled and burst* ....

References and further reading

Moloney, J. (2004) *The book of lies*, HarperCollins, Pymble. SCIS 1173792

Establishing a new library
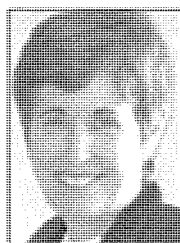
Mandy Kirk,

teacher-librarian at

John Edmondson

High School,

describes some of

the challenges that she encountered

and overcame during the process of

setting up a library in a new school.

J ohn Edmondson High School (JEHS) opened to students of Year 7 at the commencement of the 2005 school year. The school will eventually cater for a population in excess of 1000 students.

Pre-2005

It was critical to spend time reflecting and developing a plan to coordinate the management, teaching, space management and promotion of the library. It was also beneficial to harness the collective wisdom of teacher-librarian colleagues who could present solutions and recommendations to the day to day administration of a new library. I also reviewed documents such as *The handbook for school libraries*, policy documents, and other references to provide a foundation for the development and preparation of a draft management plan that would guide my decision making.

2005

This year has been one of adapting to change, including adjusting the floor plan; modifying preferred procedures to a new environment; and fine tuning the collection to support the curricu-

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My aim was to deliver a relevant, quality, and vibrant collection to the library users in the shortest possible time.

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lum for Stage 4 students. It has been a time of learning and revising as new challenges present themselves and, like every library, it will always be a work in progress.

Resourcing the collection

My aim was to deliver a relevant, quality and vibrant collection to the library users, in the shortest possible time. Despite barcodes having been ordered the previous year, they failed to materialise, which delayed our plan to have the resources on the shelves quickly. We continued to select, acquire and download the SCIS records for resources while we waited for the barcodes to arrive.

All new NSW public schools have benefited from the Department's Core Collection resource list. This resource expedites the availability of resources to schools. The Core Collection list is sent to new schools from the School Libraries and Information Literacy Unit in electronic format, from which recommended resources may be selected. This provides a quality foundation for collection development in the first year of a school opening.

Fiction texts received first priority at John Edmondson High School during collection development, as the initial focus was providing recreational reading for the students. Apart from the titles recorded in the Core Collection list, I consulted reviews from *Scan*, the Premier's Reading

Challenge list and reviews from other booklists such as *Focus on fiction*, before making selections.

The school also launched a special heritage collection, consisting of books donated to the school library by foundation staff, students and community members.

Preparing the collection

The management of the library catalogue on *OASIS Library* has been a prime focus, with the aim to as make the library functional and operational as quickly as possible. Early tasks included specifying *System parameters*, preparation of boot disks, creating operators, borrower and resource categories, setting due dates, borrowing limits, student and staff details, etc. Proformas were prepared for back-up registers, a special loans sheet for non catalogued items, a work flow practice chart, and guidelines for processing of special items, e.g. reference, kits, pictures, etc. Borrower cards and Internet access cards were designed using *OASIS* data from the *Report generator* module and imported into a *Microsoft Excel* spreadsheet. This data was imported into the mail merge and label function in *Microsoft Word* to create the cards.

Particular emphasis was given to library locations. The choices made when the school is small had to be carefully planned to cater for future needs.

To ensure that standards would be maintained, a draft library procedures manual and library policy were devised. Simple tasks such as where to place stamps, barcodes and labels needed to be determined, standardised, then documented and displayed. Although the office layout will continue to be modified as practices are streamlined,

provisional and trial work flow measures have been identified. Roles, routines and responsibilities were identified and documented. Signage was placed in the library office to assist work flow practices and to track the end processing of resources.

Managing the library

It is important to establish sound management decisions appropriate to a large library and clarify ground rules and standards which will ensure the efficient management of the library in the future. Ordering and supply of general stationery including: labels, barcodes; stamps; security stripping; a laminating machine and pouches; tubs for resource boxes; and shelf dividers was an initial task. I had taken note of items in my previous library to generate a list of items that may be relevant to the new library. The list of supplies has been continually updated as we re-evaluate our needs, especially in terms of book processing and repair, photocopying, laminating, etc. Signage on cupboards and within cupboards designates where materials are to be housed. An inventory of consumables has been prepared to check when replacements are required.

Teachers and teaching; learners and learning

Much of a teacher-librarian's role is working with students and staff in improving information literacy through planning and teaching together. At the commencement of the year, the staff needed to establish needs and priorities, timetables, etc. My primary goal was to make myself visible, talk to staff and collaborate with teachers to plan units of work. In this way, I could identify needs and the best way to support staff in the implementation of teaching programs. I attended staff and faculty meetings and chatted incidentally to teachers and prepared a *What your teacher-librarian can do for you* handout. Planning proformas were devised and strategies for learning and assessment discussed in

the light of the need to compensate for the lack of readily available resources. Knowledge hunts were prepared for units as one alternative strategy. These have been placed on our school intranet which utilises *EduWeb* as its framework. I made myself available to lead a school emphasis on preparing bibliographies and commenced working with staff on integrating information literacy into the school curriculum.

Integrating technology

One of the goals of JEHS is to enable students and staff to become proficient users of ICT. In supporting this goal, the library has a bank of computers within the library and two adjacent computer laboratories, which are used regularly. The staff has worked closely with regional ICT consultants to map ICT competencies across the curriculum.

Several programs have contributed to this development. *GProxy* presents a read only web based interface to library enquiry and enables clickable access to web sites using SCIS. With a small collection, this offers the users an easy gateway to information beyond the library walls. In addition, it also provides access to internal student and staff web mail and public and private web calendars. The web calendar is used to book library and computer space.

[Editor's note: *GProxy* is not supported by the Department.]

The school is currently piloting the *ClickView* program which allows an unlimited number of teachers and students to view any video from the school's digital video collection, at any time, at an individual pace, from any computer on the network. Digital videos, photographs, interactive activities and other media files are stored and delivered from the school network. This has opened up a myriad of teaching and learning possibilities with individualised study, small groups or whole class options catered for using computers, television or data projectors

as their medium. Staff and students may save clips and worksheets to access from home, as well as sending work to the Internet/intranet or *Microsoft PowerPoint*. Staff can tailor their lessons to video segments, incorporating lesson activities with other media, including newspaper articles, photographs, and assessment tasks, in a user friendly medium.

Developing the physical environment: display and space management

When visiting the school during Term 4 last year, I found a library overcrowded with furniture, and with a design that was not always practical. Throughout the first term, minor problems have been unearthed and remedied and customised to the needs of the school.

A challenging task is to create a library layout that is functional and appealing.

A challenging task is to create a library layout that is functional and appealing. Areas for the collection, entry and exit points, group learning and quiet study or reading areas, learning spaces for class visits, and lunchtime activities must be envisaged, as well as anticipating traffic flow and visibility for supervision. The decision was made to keep the resources for each location within close proximity. As the collection grows, the resources will be spread over a greater number of shelves.

Integrating the library

Promoting the library to students and staff has been a priority. Strategies such as welcome signs; directional signage; a suggestion box; school photographs; a floor plan and maps; and *What's on* programs, endeavour to make the library user friendly. The

aim was to ensure that everyone would sense an immediate orientation to the library and quickly become independent users.

Newsletters, new teacher resource lists, displays and reviews of new acquisitions, meetings, and assemblies all provide opportunities to communicate with the school community. Communication folders have helped to advertise the library and provide contact. An historical display of photographs of John Edmondson and the Liverpool district has been mounted and an archival database of our school history in photos and newspaper clippings has been initiated. Parent volunteers have assisted in making the library functional.

Review

The following could be considered when establishing a new library:

- prepare a management plan and set small, attainable goals
- review and update the plan regularly and set action plans
- set standards and streamline tasks to maintain consistency by preparing a procedures manual and flow charts
- prioritise and document all plans, decisions and responsibilities
- adapt space design gradually
- develop a whole school information skills policy, including the development and implementation of skills programs for students, showing continuity and progression
- collect archival information, including photographs, to document school history
- design a learning environment that is warm, welcoming, and physically able to support literature programs, resource based learning, and independent research
- enlist the suggestions of students, staff, and colleagues
- create signs and displays
- adapt to the changes and stay flexible, as change is inevitable!

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Establishing a new school library: a principal's perspective

***Gary Joannides**, Principal of John Edmondson High School, describes some of the ICT resources and the role of the teacher-librarian at this new school.*

The facilities at John Edmondson High School are extraordinary, and we have a fabulous environment for students and staff to attend each day. For those who suspect that I have succumbed to *proud principal syndrome* I will add that I am not alone in my enthusiasm for our new school. Our community recognises that students have a quality school and community support has been wonderful.

As a former teacher of English, I have long held the view that the school library should be a resource that invites and demands the attention of students and teachers. My vision for our library was to create a place that could not be ignored. It needed to be visually stimulating, well resourced and linked to the curriculum and ICT needs of each faculty. A new school needs an experienced teacher-librarian who has a thorough understanding of the logistical demands of establishing an effective physical environment and the importance of connecting with the teaching programs of each of the key learning areas. The responsibilities of a teacher-librarian in a new and developing school run parallel to that of a Head Teacher as they manage a substantial budget and are constantly liaising with staff on curriculum and welfare matters. The teacher-librarian at John Edmondson is experienced, acts as a mentor for new teacher-librarians, and has the ICT skills to initiate and implement the ICT plan for the library.

The teachers' tools

A strategy for teachers to easily access the library's resources is to provide each teacher with a computer on their desk. Being linked to our network allows teachers to easily access the school calendar, *OASIS* administration and *OASIS Library*. This provides the tools that ease a teacher's workload.

To complement the ICT plan at our school, we are trialling a digital video/DVD delivery system that can be accessed from any computer on our network. In addition to the sense of amazement that accompanies innovative technology, all teachers, because they have their own network-linked computer, are able to access a video/DVD bank of approximately 1000 titles. This system is managed by the teacher-librarian. Teachers are able to produce lessons that include these resources in an innovative and efficient manner. Our students have access to this system via the library computers. ■

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The leading of learning and evidence based practice - Part 2

Dr Ross J. Todd

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When the *Quality Teaching* framework dimensions Intellectual quality, Quality learning environment, and Significance form the basis of collaborations and instructional interventions, quality learning does take place. The challenge is to provide evidence of this learning. To illustrate this, a brief overview is given here of a collaborative *leading of learning* research project at Gill St Bernards' School in New Jersey. A full report of this research (Todd 2005) has been published in the proceedings of the International Association of School Librarianship conference in Hong Kong, 8–12 July 2005. The sample of this study was the Grade 9 cohort of 43 students (21 girls, 22 boys) undertaking a semester long course research project which focused on developing students' critical skills in research, reading, writing and presentation of ideas with the explicit purpose of enabling students to interrogate the diverse disciplinary content of their curriculum to build new meaning and understanding. The theme of this program was *Celebration of culture*, and students were given a free choice of topic to research. Quality teaching and learning centered on the collaboration of seven teachers and the teacher-librarian to develop complex research skills, strategic and deep information seeking, higher-order information analysis and synthesis. The central focus was the development of deep knowledge and deep understanding of topics, and to provide evidence that substantive learning had taken place.

Data was collected from multiple sources, including a free generation written protocol administered at three stages in the information search process. This sought to uncover students' base knowledge, perceptions on levels of knowledge, and their information seeking and use experience, in order to measure changes in the knowledge construction process, and to examine how attitudes and behaviors changed from initiation to presentation. In addition, a resource use tracking journal and affective domain tracking document were used.

In relation to Intellectual quality, the protocol sought to measure students' changes in knowledge about their chosen topic in five ways:

(1) Substance of knowledge which was based on the analysis of type of statements the students made and classified according to Properties, Manner, Reason, Outcome, Causality, Set Membership, Implication and Value judgment

(2) Amount of knowledge measured by a count of the number of statements students used to describe their topical knowledge, as well a as the count of isolated concepts listed

(3) Structure of knowledge where students representations of their knowledge at each stage were examined and coded in terms of their coherence and structural centrality

(4) Perceptions of knowledge where students indicated their own estimate of their topical knowledge from nothing to a great deal

(5) Title of knowledge where students were asked to give a title for their inquiry project, which was considered to reflect the degree of focus or specification of topical knowledge, and an overall conceptualisation of their understanding.

The initial representations of students' knowledge of their topics were primarily lists of unrelated concepts, and statements about the topics which listed a number of properties, and language associations (such as alternative expressions or labels). Overall, statements were primarily property, manner, and generic descriptions of their topic that showed a surface level of existing knowledge. The initial representations had an average of four statements, with an overall range from 0–11 statements, indicating a low level of pre-existing knowledge of their topics. Typically, the statements were randomly recorded; unstructured, with no clear sequence or organisation. When some organisational structure was evident, this was primarily a chronological or historical sequence of facts. Students overall indicated that they knew little about their topics.

The midpoint of the project, after building background knowledge, coincided with students writing a 100 word abstract to convey the scope and structure of their reports. A very explicit component of the collaboration was the deliberate construction of a supportive classroom environment to enable students to develop deep knowledge and understanding Instructional interventions that facilitated this included: working with appropriate sources to get background information; concept mapping and mind mapping techniques to chart the scope of topics; advanced web searching techniques; strategies for dealing with conflicting information in different sources; as well as personal interviews with class teachers and school librarian to discuss resource needs, barriers to searching, and other issues the students might be experiencing.

The midpoint analysis of the students' representations of their knowledge showed an increase in number of propositional statements, from 6 to 34 statements; (average of 17 statements). Consistent with a focus on building background knowledge, there was still a strong representation of properties, lists of facts describing characteristics, as well as manner statements describing processes, styles, actions. However, there was also a strong presence of reason statements; the provision of explanations of how and why, in relation to factual statements. These explanations tended to be elaborative and inclusive rather than descriptive, that is, the students did not just add list of facts, but made explanatory connections that expanded and integrated isolated facts listed in their initial representations. Unlike the initial representations, the midpoint representations showed some evidence of organisational structure of ideas. There was some attempt to develop conceptual groupings of facts, rather than randomly listing them. However, the themes were not often linked into any clear overall coherent and integrated structure.

Following the completion of the abstract, and consistent with Kuhlthau's stages of the Information Search Process (2004), students engaged in collecting information specific to their focus, and constructing their papers. This collection stage was supported by a number of instructional interventions which focused explicitly on the analysis and synthesis of information. This included the compilation of a series of note cards in the students' own words, each recording central ideas with supporting ideas based on the selection of

The representations of students' knowledge at the different stages suggest that the collaborative program of instruction contributed to the growth of intellectual quality.

information that the students considered highly pertinent to their topic; the sequencing and grouping of the note cards to assemble ideas into interrelated themes and to build an overall integrated and coherent structure. The initial arrangement of these cards formed the outline of the paper and the first draft. A week after the completion and submission of the paper, students were given the third writing task, asking them to write down again what they knew about their topic. As with previous writing protocols this was done from memory, with no reference to the note cards or working manuscripts.

The analysis of the knowledge representations at the end of the project showed that the average number of statements was 31, with a range from 8 to 63. This is considerably more than the initial representations. At this stage, there was no evidence of listing of isolated concepts. The representations showed clearer and more precise listing of properties and manner statements, as well as increased use of statements that presented reasons, outcomes, causality, implications, predictive, and reflective; all indicative of increased complexity and specificity of topics. Four students showed a decrease in number of statements when compared to the second representation, and on analysis, these reflected higher levels of synthesis, that is, the students coalesced increasingly long lists of properties and manners into conceptual categories, and simply presented a more conceptual statement. The final representations also showed higher levels of structural centrality and conceptual coherence to form an integrated whole, that is, an overall integrated and interlinked structure, yet subgroups of ideas that were clearly sequenced and interlinked, with attention given to explanations and followed through with implications.

The representations of students' knowledge at the different stages suggest that the collaborative program of instruction contributed to the growth of intellectual quality. The development of knowledge representations from simplistic, superficial and disjointed structures to structures that embedded explanations, causal, predictive and reflective statements reflected this change. Particularly noticeable was the analysis and organisation of ideas into structured conceptual groupings, which conveyed a sense of knowledge coherence and depth. Knowledge depth was further conveyed in the use of specific terminology associated with the celebrations, and the explanatory details surrounding these. There was substantive evidence that students were using the language specific to the topic domain, not just providing the terms, but clarity of providing descriptions and explanations surrounding these terms.

As students progressed, there was some change in the nature of the sources used, particularly to print and electronic sources that dealt solely with the particular celebration as a basis for building deeper knowledge.

Given that the knowledge representations in this study were constructed from memory, the students progressed in developing deep understanding of their topics, and this was further evidenced in the choice of resources students used throughout their projects. These choices were recorded in process journals and resource logs kept by students, and these showed increasing complexity and depth. The students' search logs showed that background knowledge was typically built through using encyclopedia references to the particular celebration, or descriptions of the celebration in country-specific books, or information gathered from country, travel or festival web sites. There was also some use made of compendiums which listed and briefly described numerous festivals and celebrations around the world. As students progressed, there was some change in the nature of the sources used, particularly to print and electronic sources that dealt solely with the particular celebration as a basis for building deeper knowledge.

In terms of the Intellectual quality element of substantive communication, the overall fluency and fluidity of the written representations indicate ability to substantially communicate in writing about their topical knowledge. Students also engaged in a number of interviews with their classroom teacher and teacher-librarian during their research. Their written comments showed that they valued the opportunity to talk about their projects, in terms of substantive content and the research process. They saw that these conversations helped clarify the direction and scope of their research, and to determine what were the most pertinent ideas for their topics. There was also some evidence that students had engaged with knowledge as problematic so they could deal with conflicting facts or viewpoints and showed evidence of constructing arguments and explanations around conflicting viewpoints.

Students' responses to the open questions about barriers and enablers to their learning, shed light on aspects of the learning process and learning environment they valued. In particular, students clearly valued the supportive environment: opportunities for dialogue, feedback, encouragement and dealing with the emotional and intellectual demands of the task. The supportive environment was evident in other ways: instructional interventions explicitly targeted to the skills requirements of the project, for example, the class activities that helped them impose structure on their ideas and transform them into personal understanding. Students also valued the instructional intervention that modelled the intellectual scaffolds for successfully building and demonstrating their new knowledge and understandings of the topic. The students did not feel abandoned during the research process, particularly at the writing stage, when complex thinking and writing processes were required, and they valued the creative activities which enabled them to be successful.

Students also valued that the whole process was presented to them with stages and milestones to be reached. They were provided with guidelines which encompassed the whole learning process, clear expectations of tasks to be submitted, criteria for assessment, dates, and feedback and support mechanisms. This provided direction and regulation for the students which appeared to keep them on task and engaged, and able to manage the daunting task complexities.

Two aspects of relevance, particularly links to students' background knowledge and connection to the world beyond the classroom, came through in the study. When students were asked to identify how much they knew of the topic, there was a definite and clear progression from very little to a great deal, with links made to low levels of initial knowledge. Four categories emerged in the changes to the amount of knowledge:

(1) the students stated that they knew *heaps* more

(2) they knew more, and expressed surprise at the breadth and depth of their current knowledge

(3) they knew a lot more, but felt they still could learn more

(4) they knew lots, but mentioned some dissatisfaction about not knowing enough.

When asked at the initiation of the research why they had chosen their particular topic, they cited personal experiences (participating in a particular celebration), personal connections (know someone who participates), knowledge of intriguing facts or aspects about topic, or curiosity (typically based on having read or viewed something), as the primary reasons for selecting their particular topic. These reasons primarily reflect connections made to personal real life contexts, and these findings underscore the importance of embedding learning in meaningful life contexts. However, as students learned more about their topic, the specific new knowledge they acquired generated curiosity and motivation, encouraging them to dig deeper into their topic. In addition, when asked what they had learned in this project, the students identified increase in content knowledge, and the acquisition of a range of useful skills that would help them further with their schooling.

School librarianship is a profession of possibilities, not trying to do more with less.

Conclusion

School librarianship is a profession of possibilities, not trying to do more with less. When a commitment to

quality learning and building knowledge outcomes through quality teaching are given precedence, the leading of learning is enabled, and quality outcomes are generated. Underpinning this is carefully structuring the learning environment in ways that enable students to be intellectually productive, and understanding the enablers and barriers to high

quality learning. This calls for careful thinking and reflecting on the nature of collaborations, building them around carefully identified learning needs, and implementing strategies to chart the learning outcomes. As teacher-librarians participate in this agenda of school reform, school libraries will be viewed as integral rather than marginal to schools. ■

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Boys' education initiatives

*Andrew **Anderson** is Acting Manager, Gender Equity Programs Unit.*

A range of initiatives are currently being developed by the Gender Equity Programs Unit to further improve outcomes for boys in NSW public schools.

A new *Boys' Education and Girls' Education Policy* is currently being developed, and, following extensive consultation, will be ready for implementation in all NSW government schools in 2006. The policy will replace the existing *Gender Equity Strategy*, and will be accompanied by a support document containing strategies for schools to consider in their efforts to improve learning and social outcomes for all girls and boys.

The Gender Equity Programs Unit web site is being updated to provide additional support for schools with regards to girls' and boys' education. Best practice case studies will be placed on the web site, as will links to cutting edge research. A teaching resource entitled *Machismo* is in the process of being placed on this web site. *Machismo* is a resource for Stage 5 PDHPE which looks at challenging narrow understandings about gender, promoting respectful relationships and developing understanding the issues of harassment, discrimination and vilification. The resource has been trialled in 57 schools throughout 2004 and 2005. Feedback from schools has being extremely positive. All schools will be able to access this resource at http://www.schools.nsw.edu.au/gender/

Additional teaching materials designed to better engage boys in learning, and incorporating cutting edge research in boys' education, are also being planned in consultation with the

Curriculum K–12 Directorate. Teaching materials relating to PDHPE, English and Creative Arts will be available for use in schools in 2006.

Boys' education is to feature as a major theme in the Department's conference *The Middle Years: Resilience, Engagement, Success* in October 2005 of this year. Ian Lillico, a leading exponent of boys' education in Australia, will address the issue of boys' engagement in learning at this conference. In addition, a series of workshops relating to the education of boys will be available.

An initiative aimed at increasing boys' connectedness to school is currently being trialled with single-sex boys' high schools in NSW. This initiative is a program entitled *Boys as leaders*, and is a mentoring program originally developed by two student welfare consultants, Lisa Muir and Virginia Pacey. In this program, boys in Years 10 or 11 mentor boys in Year 7 through a range of activities, including a school service task, a community care task, a public speaking task and the development of a new skill. The program seeks to develop the leadership, communication and organisational skills of all boys.

A Commonwealth Government initiative, which will provide additional support for schools with regards to boys' education is *Success for boys*. This initiative will involve 800 schools nationally being funded in 2006, and an additional 800 schools funded in 2007, to undertake professional learning in the area of boys' education. Grants of $10 000 will be provided to schools to improve learning outcomes for boys in the areas of literacy, ICT and male mentors/role models. Further information about this initiative can be obtained from *Success for boys* at http://www.successforboys.edu.au/background.asp

The Gender Equity Programs Unit is currently working with schools and regions on the development of additional programs to further enhance the performance and participation of boys in NSW public schools. Work performed by the Unit is informed by two seminal research reports in the area of boys' education commissioned by the Commonwealth during 2002. The first is a report entitled *Addressing the educational needs of boys – strategies for schools and teachers*. In their research, Bob Lingard, Wayne Martino, Martin Mills and Mark Bahr drew on quantitative and qualitative data to examine how factors such as: family; school and community environments; peer culture; student-teacher relationships and teacher classroom practices, impacted upon boys' engagement with schooling.

The authors raise a number of issues for schools to consider when attempting improving educational outcomes for boys. These include the need for schools to adopt a 'which boys/ which girls' approach, the importance of the teacher and their classroom practices, the need for an alignment between high quality teaching practices, assessment practices and curriculum purposes, the development of teacher threshold knowledge within professional learning communities, and the fostering of an effective school culture. The report and an executive summary can be obtained at: http://www.dest.gov.au/sectors/school_education policy_initiatives_reviews/key_issues/boys_education/boys_education_research_and_websites.htm

The other seminal report is entitled *Boys, literacy and schooling: expanding the repertoires of practice*. Nola Alloway, Peter Freebody, Pam Gilbert, and Sandy Muspratt undertook an enquiry into the commonly reported finding that boys achieve lower scores

on literacy examinations and tasks than girls. The authors attempted to identify which boys were underachieving with regards to literacy learning, the factors leading to boys' underachievement, and strategies to facilitate an improvement in boys' literacy skills. The enquiry was conducted in 24 schools across Queensland, New South Wales and Tasmania. Some 48 teachers implemented a range of interventions in an attempt to improve the literacy skills of the boys that they taught.

A theoretical framework based around expanding three repertoires of practice was developed to conceptualise work undertaken in the research:

Repertoire 1 relates to (re) *presenting the self*, and involves providing boys with opportunities to (re) present themselves in different ways and to share their opinions on a range of topics. Developing boys' understandings of the ways in which their masculinity can be enacted is an essential part of this repertoire.

Repertoire 2 is one for *relating*, and involves providing boys with opportunities to adopt different roles and positions within the classroom, and allowing them a voice in the types of learning undertaken.

Repertoire 3 relates to *engaging with and negotiating the culture*, and involves incorporating literacy materials from other cultures and a wide range of modes of expression and cross-cultural or imagined settings into the literacy classroom.

The enquiry made eight recommendations relating to these three repertoires of practice which it believed facilitated the development of boys' literacy skills. Information about the eight recommendations can be found in the research report and its executive summary. These can be downloaded from the Commonwealth Government's Department of Education, Science and Training *Boys' education research and websites* at http://www.dest.gov.au/sectors/school_education/policy_initiatives_reviews/k ey_issues/boys_education/boys_education_research_and_websites.htm

Schools interested in improving learning and social outcomes for boys in schools would be strongly advised to access the two aforementioned research reports, as well as any other research undertaken by these academics. All actively disregard any deficit views of boys as learners, and are concerned with identifying what teachers can do within their classrooms to improve outcomes for both boys and girls. Most importantly, these researchers recognised that any strategy to support boys as learners must be inclusive of the needs of girls also. The strategies advocated can therefore be implemented within any learning environment.

Schools requiring additional information about the initiatives mentioned, or interested in accessing support or professional learning in the area of boys' education, should contact Andrew Anderson, on (02) 9244 5600 or at andrew.anderson@det.nsw. edu.au. ▪

National Literacy and Numeracy Week 2005

Bernard Pryor *is a Project Officer, National Literacy and Numeracy Week.*

National Literacy and Numeracy Week (NLNW) was held throughout Australia between 29 August and 4 September, 2005. NLNW, an Australian Government initiative, run in collaboration with all State and Territory Governments and the three educational sectors, aims to:

- showcase the hard work school communities are undertaking in improving literacy and numeracy skills
- recognise the outstanding results that have been achieved
- raise community awareness of the importance of all Australian students developing effective literacy and numeracy skills
- build on national initiatives to improve literacy and numeracy standards among young Australians.

At the national ceremony of the National Literacy and Numeracy Week awards on 26 August, the Minister for Education, Science and Training, the Hon. Dr Brendan Nelson, awarded eight government schools and four non-government schools with Excellence Awards and cheques for $10 000. Details of these awards can be found at *NLNW 2005 awards for schools*.

NSW National Literacy and Numeracy Week awards

In a ceremony conducted on Monday 29 August at Taronga Zoo in Sydney, the Hon. Carmel Tebbutt MLC, announced the results of the National Literacy and Numeracy Week awards.

In NSW, Excellence Awards of $10 000 were awarded to:

Belmore Boys High School
Bishop Druitt College Primary School
St Mary's Primary School, Rydalmere

In NSW, Highly commended Awards of $5 000 were awarded to:

Bethany College
Callaghan College, Waratah Technology Campus
Central Coast Adventist School
Currans Hill Public School
Epping West Public School
Glendale East Public School
Murrumburrah High School
St Francis De Sales College
St Raphael's Primary School, South Hurstville
Tenterfield High School
Uralla Central School
Wangee Park School for Specific Purposes

The schools above were able to clearly demonstrate value added results in their innovative and effective literacy, numeracy or literacy and numeracy programs. Further details are available from *National Literacy and Numeracy Week in NSW at* www.nlnw.nsw.edu.au/

Throughout NSW, Regions celebrated and showcased literacy and numeracy achievements within their schools during National Literacy and Numeracy Week. Activities included: GATS and environmental workshop for Year 7 students (Hunter and Central Coast); parent and teacher workshops on critical and visual literacy and the links with mathematics through consumerism (Illawarra and South Coast); publishing students' work (New England); Literature Spectacular (North Coast); creating written text on a mathematical theme (Northern Sydney); numeracy kit, Literacy Challenges and *Starting Points* conferences (Riverina); parent workshops and best practice showcases (South Western Sydney); kindergarten strategies book launch and literacy workshops (Sydney); anthologies of student writing (Western NSW); and Maths Fun Days (Western Sydney). ▪

An outline of the literacy program at Belmore Boys High School

www.nlnw.nsw.edu.au/latest.htm

Belmore Boys High School is a secondary boys' school located in inner western Sydney. Since 2002, the school has developed a unique literacy/pedagogy program that has resulted in dramatic improvements in external literacy assessment between Years 7 and 9. The program follows a systematic pedagogy of modelled, guided and independent teaching stages. This has culminated in significant externally-verified longitudinal improvements for the same cohort of students. As a result of these highly successful initiatives, the school has been selected as a professional learning school for an innovative pre-service teacher education trial between the University of Western Sydney and the NSW Department of Education and Training.
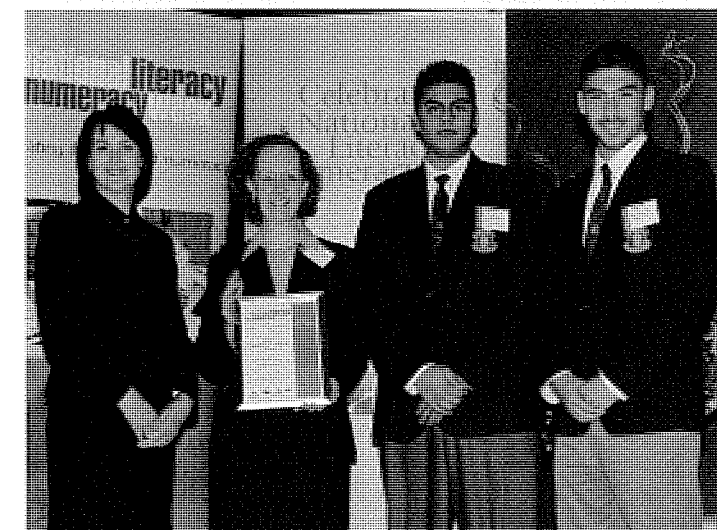
Belmore Boys High School – Principal, Sandra Robinson, and students Siddharth Jadeja (Vice Captain) and Jafar Albayati (Year 10) receive their Excellence Award from the Hon. Carmel Tebbutt, NSW Minister for Education and Training.

Gateways to learning
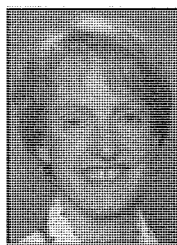
Ruth Mason is a Project Officer Connected Learning, at the Centre for Learning Innovation.

Introduction

Students are growing up in a world saturated with digital images, dynamic web sites and the ability to communicate instantaneously without being limited by space or time. Their technology expectations are high; their level of expertise in the use of online games is exceptional. The challenge for teachers is to harness that enthusiasm and provide an environment where students can continue their quest for learning in an online world and view the use of information and communication technologies as a learning tool and not just a fun activity.

With this proliferation of online resources available to students today, it becomes increasingly important for teachers to be able to locate relevant, exciting and engaging curriculum focused materials. The Centre for Learning Innovation, through TaLe (at www.tale.edu.au), has provided a single, convenient gateway for NSW Department of Education and Training teachers to access high quality resources and information.

This article will focus on the online resources published by The Le@rning Federation and how they are being integrated into effective classroom practice. The interactive nature of the resources available capitalises on a student's idea of fun, while being based on good educational theory.

The Le@rning Federation

The Le@rning Federation (TLF), an initiative of the governments of Australia, Australian states and territories, and New Zealand, has been developing online curriculum content for students in Years P-10 in the areas of:

- Science
- Mathematics and numeracy
- Literacy for students at risk Years 5–9
- Studies of Australia
- Languages other than English: Chinese, Japanese and Indonesian
- Innovation, enterprise and creativity

The learning objects contain digital material, e.g graphics, text, audio, animation, and interactive tools designed to engage and motivate student learning.

This content has been created in two formats: interactive multimedia learning objects and digitised online resources. The learning objects contain digital material, e.g graphics, text, audio, animation, and interactive tools designed to engage and motivate student learning. A digital resource consists of a single item, e.g. a section of moving image footage, a cartoon, a photograph, an audio file of a speech or song.

There resources are freely available to government, independent and private educational sectors. For information on how to access The Le@rning Federation resources in your sector go to www.thelearningfederation.edu.au.

How are teachers using TLF resources?

Teachers in a number of schools are currently using the TLF resources as a means of engaging their students, achieving syllabus outcomes and meeting the differing learning needs of their students.

A teacher from Barnier Public School commented that the learning objects provide an opportunity to integrate technology into the classroom and …can be linked to the curriculum, encourage student interaction and opportunities for co-operative learning, and provide students who experience difficulty with the opportunity to revisit a task in order to consolidate. She also stated that the learning objects often worked through a process and concluded with a finished product, or a win if the object was in a game format. This proved to be very popular with students.

Teachers in a number of schools are currently using the TLF resources as a means of engaging their students, achieving syllabus outcomes and meeting the differing learning needs of their students.

Among the learning objects that the teacher found was useful for her students were:

Mathematics and numeracy
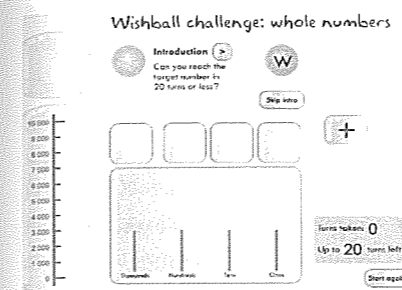
Wishball challenge Years 3–6, a game format which encompasses place value concepts and skills.
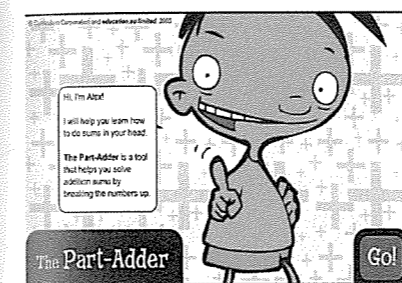
The part adder – Years 3–6, a skill based addition program that allows students to develop skills and strategies that can be transferred to mental computation and problem solving.

Literacy for students at risk

Dream machine: similes – Years 5–9, a writing task that guides students through the process of using similes to create a descriptive piece of writing. The learning object also provides stimulation for many classroom activities.

In addition to using the learning objects as a means of introducing a topic or building on prior learning, teachers have used them as a springboard to other activities. Make a Movie

was one of the literacy objects used in this way. This learning object required students to read a scene description and choose appropriate visual effects to bring the scene to life. After demonstrating the learning object to the students using a data projector and discussing text and imagery, a teacher of Year 7 intended to take the initial concept and ask students to create their own version using a software program such as Microsoft Paint. Following this, a script would be written and a live performance recorded on video.
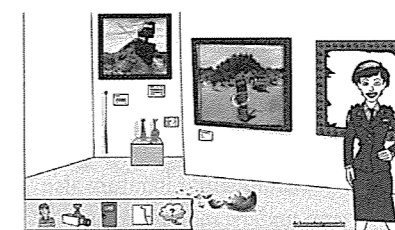
Catch the thief.

The TLF learning objects have also been embedded in materials being developed by the Learning Design and Resource Development unit within the Centre for Learning Innovation. Crime films, a unit of work designed for Stage 5 English includes two learning objects: Catch the thief levels 1 and 2. Trials of the unit conducted with students and Distance Education teachers revealed a high level of motivation and engagement with these objects.

Indigenous voices, also being developed for Stage 5 English by the Learning Design and Resource Development unit incorporates the learning object The rap machine to enhance students' understanding of contemporary Indigenous rap songs. After modelling the creation of a rap song, this object

The rap machine.

allows students to create their own songs and have them performed by a rapper.

Crime film and Indigenous voices will be available when released through the Teaching and Learning Exchange (TaLe) at www.tale.edu.au.

Many suggestions on the use of the learning objects have been made by teachers attending the professional development workshops on the learning objects conducted at the Centre for Learning Innovation at Strathfield. During these workshops, teachers are given the opportunity to view and evaluate the learning objects as well as discuss ways of integrating them into their teaching and learning programs. For further information on these workshops email Ruth Mason at ruth.mason@det.nsw.edu.au

Online resources, as with any resources, need to be set in a clear pedagogical framework. If used effectively, the learning objects have the potential to address elements of the NSW Quality Teaching model. The objects referred to in this article are some of a vast range of materials available to teachers. How these materials are used is the key to their success with students. ▣

Child protection education

Wendy Alford *is a Senior Education Officer with the Student Welfare Directorate.*

Schools play a key role in preventing child abuse. The resources for child protection education, curriculum materials to support teaching and learning in Personal Development, Health and Physical Education (PDHPE) were developed to support the requirement that child protection education be taught in every Stage from Kindergarten to Year 10.

Positive feedback has been received from schools and parents about child protection education. There is increasing consensus in the community about its importance for students.

Child protection education also has an important role to play in supporting whole school initiatives in student welfare. This includes the *Anti-bullying plan for schools* PD2004/0050. Child protection education is identified as one of a number of key resources available to support schools in the implementation of the plan.

As with many other areas of personal development, research indicates that protective strategies are best learned when they are integrated with other topics and taught in an ongoing manner. Concepts such as assertiveness and skills such as decision-making and communication are best taught and generalised across a range of sensitive and non-sensitive situations.

The recent change in Departmental requirements that it is no longer necessary to obtain written permission from parents for students to participate in child protection education lessons, will assist in this regard. Teachers will now be more able to take advantage of spontaneous teaching opportunities for child protection education more readily than was the case previously.

Schools should nevertheless continue to communicate with parents about child protection education in a manner appropriate to the community.

Using books to enhance child protection education

An important aspect of child protection education is the incorporation of literature into many teaching and learning activities in the curriculum materials from Early Stage 1 (contained in the Stage 1 document) to Stage 3.

Sharing a story is an effective way to introduce a child protection lesson. It invites involvement, discussion and expression of feelings. Literature can provide opportunities for students to be more aware of a diverse range of life experiences and to seek and consider solutions to real life problems in a safe environment. Literature also can extend understandings about interpersonal relationships and family structures and roles.

Unfortunately, many resources referred to in the curriculum materials are now out of print. If these resources cannot be found in school libraries, teachers should be encouraged to identify substitutes as new, suitable resources become available.

Reviews in *Scan* are one way of identifying resources for closer consideration. These include books with direct relevance to child protection education. Many general story books can also help reinforce main ideas and add value to child protection understandings, skills and actions. Resources that can be used to enhance child protection activities may be identifiable in reviews published in *Scan* and on the resource reviews database at http://www.schools.nsw. edu.au/resourcereviews/. Search for reviews which refer to:

- feelings
- feeling safe
- feeling unsafe (e.g. adventures)
- feeling uncomfortable
- identifying risky situations
- relationships (e.g. friends, adults, trust, sharing)
- appropriate ways of expressing feelings in relationships
- changes in relationships (e.g. disagreements, disappointment, loss)
- rights and responsibilities
- personal rights
- diverse gender roles
- bullying
- networks of trusted adults
- safety rules
- assertiveness
- planing for safety
- strategies for safety
- seeking help
- talking to friends and adults about problems
- support networks
- community support.

Sensitive issues

A small number of areas of child protection education continue to be considered sensitive by some parents. As indicated above, it is important that schools discuss these areas with parents, in ways appropriate to the school community, to allay their concerns. Parents retain the right to withdraw their children from these areas should they wish, but they should be assisted to make an informed decision.

Care should be taken in using literature which deals directly and specifically with these areas. Before such literature is used with students, teachers need to be sure that the school has the support of its community for the resource under consideration. Teachers should also ensure that a comfortable context has been established by prior activities and that relevant concepts have been introduced.

Where a child's response to discussion, or to the literature, causes concern, teachers may need to seek advice from a supervisor or school counsellor as to appropriate follow up, including arranging additional support for the student, if required.

The resources: *Child protection education: curriculum materials to support teaching and learning in Personal Development, Health and Physical Education (PDHPE)*, are available in separate volumes for each of Stages 1 to 5 from *DET Sales*.

The *Anti-bullying plan for schools* may be accessed on the Department's policy web pages at https://detwww. det. nsw.edu.au/policies/student_serv/disci pline/anti_bully/PD20040050_i.shtml

More information about child protection is available for Departmental staff on the intranet at https://detwww. det.nsw.edu.au/lists/directoratesaz/ stuwelfare/stuwellbeing/ ■

References and further reading

Child protection education. Stage 1: curriculum materials to support teaching and learning in personal development, health and physical education (1997), NSW Dept. of School Education, Ryde. SCIS 901056

Child protection education. Stage 2: curriculum materials to support teaching and learning in personal development, health and physical education (1997), NSW Dept. of School Education, Ryde. SCIS 916571

Child protection education. Stage 3: curriculum materials to support teaching and learning in personal development, health and physical education (1998) NSW Dept. of School Education, Ryde. SCIS 936829

Child protection education. Stage 4: curriculum materials to support teaching and learning in personal development, health and physical education (1997) NSW Dept. of School Education, Ryde. SCIS 919467

Child protection education. Stage 5: curriculum materials to support teaching and learning in personal development, health and physical education (1998) NSW Dept. of School Education, Ryde. SCIS 938424

Le Français au travail – création d'un site web

Vocational learning in French

Hélène Bartleson, Languages Unit, Curriculum K–12 Directorate *introduces an exciting online resource which integrates Languages (French) and vocational learning.*

Schools trial a new web site

Chifley College Senior Campus Mount Druitt, Macarthur Girls High School and Birrong Boys High are currently trialling the materials and strategies of a new online resource which focuses on engagement, motivation and the diverse language learning needs of boys, girls and Life Skills students. The web site is being used with single sex and co-educational classes in Stages 5 and 6. Once the trial is complete, the web site will be made available to all NSW Government schools. A future article in *Scan* will follow the progress of this collaborative venture.

The web site, *Le Français au travail – création d'un site web* is a workplace simulation where students, as employees of a web site design company, use their language and ICT skills to create and present a web site in French. This hands-on workplace scenario provides students with

- a context for active language learning
- a purpose for the tasks
- links between language studies and the real world of work
- a choice of materials and strategies
- opportunities for individual and team work in a supportive environment.

Developed at the Languages Unit with the support of the Vocational Education in Schools Directorate, the web site's adaptable materials include

- a sample unit of work
- teacher notes and resources
- student worksheets
- interactive exercises
- student support materials with Internet links and sound
- a set of assessment tools.

A range of applications

The materials may be used as stand-alone or sequenced activities. In addition to Stages 5 and 6, they are adaptable for a variety of uses including Stage 4 programs and activities for gifted and talented students. ■

Reflecting on web success
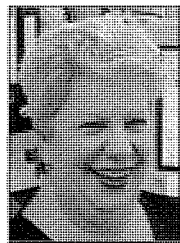
Sally Blackwell is a Senior Project Officer at the Centre for Learning Innovation.

The outstanding web sites featured imaginative and thought provoking information showcasing the talent within NSW government schools to create sound educational web sites.

Teams were judged equally on the purpose and content of the web site and on its design and implementation. Students were required to detail many aspects of their web site including: copyright information; quality content and teamwork.

Primary school winners

The winner of the Primary Division was *The Sports Mirror* team from St Ives Park Public School. Their web site invited visitors to *…reflect with past and present sports stars, the sports evolution and the impact of technology.*

The runner up was *The reflectors* team from Abbotsford Public School. Their web site entitled, *Australian reflections*, was designed to reflect on life in Australia. We have learnt how much goes into putting together a web site, we have developed better research and design skills that we can use in other work, (Tanya, a student from Abbotsford Public School).

The first Commended Award went to the *Year 5SM* team from Chatswood Public School. In this International Year of Physics the team reflected on Australian scientists, particularly *the ripples they caused.*

The second Commended Award went to the *Atlantis* team from Waitara Public School, who made the underwater world of Atlantis the subject of their web site.

An Encouragement Award went to the *14 Mirrors* team from New Lambton Public School. The seven member Year 5 team chose to reflect on 125 years of serving the local community.

Another Encouragement Award went to the *All stars* team from Boronia Park Public School for their entry, *75 years at Boronia Park Public School.* This web site reflected on the school's past, present and future.

The *Dream team* from Granville Public School also received an Encouragement Award. Their web site posed the questions *Ever wondered who you really are? Have you ever noticed your own reflection?* and then set out to discover *…the reality of reflections.*

Secondary school winners

The winner in the Secondary Division was the *Phlat* team from Castle Hill High School. This site prompted *…teens, parent,s and everyone else to reflect on teenage peer pressure.*

The runner up was the *Blinded* team from Marrickville High School. Their web site entitled *Racism* was born out of the team's desire to fight against *…something that has haunted us from the beginning of civilisation.*

The Highly Commended Award went to the *Generation next* team from Canley Vale High School. Generation next entitled their web site *30 years on… Reflections on a generation displaced.*

The work on this web site originally started out as a workshop to improve our writing skills, but amazingly evolved into a web site competition finalist. With most of our school population coming from a Vietnamese background, the fall of Saigon has had a great impact on our families. The web design topic 'Reflections' and the fall of Saigon's 30th anniversary gave us something to reflect upon and write about. This web site has given us an audience who, I hope, have learnt just as much as we have about migrant families starting a new life. Making this web site has greatly improved

our computer skills, writing skills, organisation skills and our collaboration skills. (Natalie, a student from Canley Vale High School).

Commended Awards were given to the:

- *Dark illusionz* team from Casula High School. Their web site invited visitors to consider the themes of racism and multiculturalism.
- *Web artists* team from Liverpool Girls High School who created a wonderful site about the history of the school and the area.
- *MAD* team from Sir Joseph Banks High School. This site reflected on their lives through poetry.

The *FlashTech* team from Marrickville High School received the Encouragement Award for reflection on the metropolitan transportation system.

More details on the competition, including information for teachers, judging criteria, winning sites and hints and tips for students may be found at http://www.schools.nsw.edu.au/events/statecompetitions/webawards/index.php

The Annual Schools Web Design Awards are managed by the NSW Department of Education and Training through the Centre for Learning Innovation. The Centre for Learning Innovation supports schools and TAFE through the development of new resources and projects such as the annual awards, to ensure information and communication technologies are an integral part of teaching and learning practice in NSW schools. It is generously supported by the following sponsors: Macromedia; Electroboard; Microsoft; Intouch and Scholastic New Media. ■

2005 Reflections Annual Schools Web Design Awards

The Annual Web Design Awards encourage students and teachers to actively engage with the Internet and to become familiar with web design tools. This year's theme was *Reflections*, providing students with an opportunity to look at things, people, and experiences in fresh and exciting ways. The aim was to spark interest in the ideas and works of others, either past or present.

Themes ranging from racism and national identity, to public transport and peer pressure were the highlight of the Annual Schools Web Design Awards, 2005.

Briefly…

Jonathan Shaw retired in September, 2005, following 16 years as Editor of *The School Magazine*. Throughout his career, Jonathan has been passionate about children's literature and encouraging students to read. Jonathan is pictured here receiving his Departmental retirement medal from Brian Powyer, Assistant Director, Curriculum K–12 Directorate.

Her Excellency Professor Marie Bashir AC read to students as part of the *Reading rocks activity day* at Newbridge Heights Public School celebrating Book Week, 2005. Activities at the school included: 19 community guests (who had links with Newbridge Heights) visiting classes to read their favourite story or poem, discussing the vital role that reading has played in their lives; and a visit by Moorebank High School students who shared their original picture books with the students at Newbridge Heights. A poster display competition, a *You've been caught reading* lucky dip, and author visits were other highlights of the week..

- *Pedagogy in practice* conference, Newcastle, 18-19 January, 2006. For further information go to http://www.newcastle.edu.au/school/education/news/pip/index.html
- ASLA (NSW) PD day 25 Feb 2006
- *Libraries on the move* around October 2006
- ASLA National Conference, Sydney, July 2007

Library usage: reporting on loan history and loan statistics

Doug Jenkins, *Manager IT Help Services, Wollongong State Office, presents the final article for 2005 in the series:*

'Making the most of OASIS Library'.

*T*here are a variety of ways of reporting on library usage in *OASIS Library*. The Circulation and Reports/Utilities modules provide useful reports. Some of these reports are described here:

B2 M1 Loan statistics

This option enables a report to be produced that summarises the number of loans per day over a selected date range. Total loans for the date range selected are also calculated. This is very useful information to include in reports to the school community on a prime library function.

Viewed in an historical perspective it can provide an indication of the success of programs that are designed to improve reading patterns, student borrowing, etc. It can also be used to assist in staff rostering etc.

Loan history reports

These reports are activated by setting the *Record loan history* field in *B1 C1 System parameters <C>irculation* to YES.

The report calculations begin on the date this option is first selected. When this information is no longer required, the *B2 R1 Purge* option can be selected. This will clear the existing loan history records and allow the recording to commence for a new loan period. If not run at appropriate intervals, the loan history file will become so large that it will take an unusually long time to run. There are two options to select to run the reports:

● B2 O1 Borrower

This report allows selection by Stu<D>ent, <S>taff, <E>xternal, or <A>ll. It reports on the titles borrowed since the time period was set or purged. Selecting Stu<d>ent gives further options: <R>oll Class or <B>orrower.

The selection of <B>orrower gives the further option of <A>ll, <S>elect or <I>ndividual.

● B2 O2 Title

This report produces a list of titles and the borrowers who have returned the resources during a given time period.

This report can be ordered on <A>ll titles or <S>elect an alphabetical range. In selecting a range, it is necessary to select FROM a specific title, TO a specific title.

Loan statistics reports

There are other statistical reports that can be run in the Reports/Utilities module. They are:

I1 Resource usage report
I3 Borrower usage report
I5 Loan activity report

Details of the operation of these reports are in the *OASIS Library reference manual* Volume 2, pp.7–112.

To ensure that the statistics in these reports can be used in conjunction with Loan history reports select the reset options:

B4 I2 Reset resource usage and
B4 I4 Reset borrower usage

It is best work practice to set these options on the same date, say at the beginning of the school year, or the beginning of each term, dependent of course, on how long the historical statistics are required.

B4 N4 Weekly housekeeping

CAUTION: The statistical records in the above reports are updated by running this option. Always run it before producing any loan history reports. Otherwise, the information produced will not be up-to-date.

NOTE: The information produced from loan history reports and loan usage reports will not always match. Loan history reports for example do not include loan renewals, whereas the loan history reports do include them in the count. ■

Children's Book of the Year Awards 2005

The awards were announced by the Children's Book Council of Australia (CBCA) on 19th August.

Picture book of the year
Winner: LESTER, Alison, *Are we there yet? A journey around Australia* Penguin/Viking, SCIS 1187220 reviewed *Scan* 24(2)
Honour: BAKER, Jeannie (2004) *Belonging*, Walker, SCIS 1177671, reviewed *Scan* 24(1)
Honour: MILLER, David (2003) *Refugees*, Lothian, SCIS 1162620, reviewed *Scan* 23(4)

Book of the year: Early Childhood
Winner: FOX, Mem & HORECEK, Judy (2004) *Where is the green sheep?* Viking, SCIS 1167105, reviewed *Scan* 24(2)
Honour: KING, Stephen Michael (2004) *Mutt dog!*, Scholastic, SCIS 1189562, reviewed *Scan* 24(2)
Honour: WILD, Margaret &RAWLINS, Donna (2004) *Seven more sleeps*, Working Title, SCIS 1195164, reviewed *Scan* 24(2)
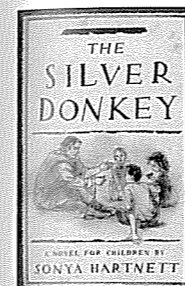
Book of the year: Younger readers
Winner: HARTNETT, Sonya (2004) *The silver donkey: a novel for children*, Viking, SCIS 1188972, reviewed *Scan* 24(2)
Honour: HEFFERNAN, John (2004) *A horse called Elvis*, Scholastic, SCIS 1162797, reviewed *Scan* 23(4)
Honour: ROY, James (2004) *Billy Mack's war*, University of Queensland Press, SCIS 1184156, reviewed *Scan* 24(3)
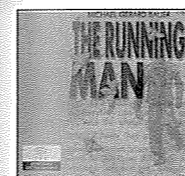
Book of the year: Older readers
Winner: BAUER, Michael Gerard (2004) *The running man*, Scholastic, SCIS 1189600, reviewed *Scan* 24(3)
Honour: EATON, Anthony (2004) *Fireshadow*, University of Queensland Press, SCIS 1165407, reviewed *Scan* 23(4)
Honour: HERRICK, Steven (2004) *By the river*, Allen & Unwin, SCIS 1181455, reviewed *Scan* 24(2)
Honour: HORNIMAN, Joanne (2004) *Secret scribbled notebooks*, Allen & Unwin, SCIS 1184519, reviewed *Scan* 23(4)

Eve Pownall Award for information book of the year
Winner: SULLIVAN, Bryan with FRENCH, Jackie (2004) *To the moon and back: the amazing Australians at the forefront of space travel plus fantastic moon facts*, Angus & Robertson, SCIS 1178624, reviewed *Scan* 24(2)
Honour: LONG, John & RUSE, Jill (2004) *Gogo fish! The story of the Western Australian State fossil emblem*, Western Australian Museum, SCIS 1164127, reviewed *Scan* 24(3)
Honour: VERCOE, Elizabeth with ABRAMOWSKI, Kerry (2004) *The grief book: strategies for young people*, Black Dog, SCIS 1181136, reviewed *Scan* 24(2)

Reviews of the above resources are available online. Go to *School libraries and Information Literacy* at http://www.schools.nsw.edu.au/schoollibraries/ and from the home page follow the path: Teaching ideas, then Book Week. [Editor's note: A range of these award winning resources is available in audio, details are available from *Louis Braille audio* at http://www.louisbrailleaudio.com/]

From *The running man* by Michael Gerard Bauer
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Cover artwork copyright © David Kennett 2004
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Children's Book Council of Australia Awards

Crichton Award for Children's Book Illustration
LEE, Declan *Wings* (Text: Carol Chataway) Lothian, SCIS 1183001, reviewed *Scan* 24(1)

Other awards 2005

2005 NSW Premier's Literary Awards

Presented by The Hon Bob Carr MP, Premier and Minister for the Arts, on 23 May.

Ethel Turner prize for Young People's Literature
HERRICK, Steven – *By the river* – Allen & Unwin, SCIS 1181455, reviewed *Scan* 24(2)

Patricia Wrightson prize for Children's Literature
CLARK, Sherryl – *Farm kid* – Penguin Group Australia, SCIS 1169902, reviewed *Scan*, 23(4)

The Wilderness Society: 2005 Environment Award for Children's Literature

Non fiction:
PYERS, Greg, whose works include *Life in a ...*series, Echidna, reviewed *Scan* 24(1)
Picture book:
BAKER, Jeannie *Belonging*, Walker, SCIS 1177671, reviewed *Scan* 24(1).
TOFT, Kim Michelle *The world that we want*, University of Queensland Press, SCIS 1176593, reviewed *Scan* 24(1).

Resource reviews are provided for teachers to support their teaching and learning programs. The views expressed by reviewers are not necessarily those of the Department of Education and Training. Copyright for reviews is held by the NSW Department of Education and Training. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact colleen.foley@det.nsw.edu.au

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non fiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 22nd may be specified. Many more reviews than we publish in *Scan* go onto the DET web site <http://www.schools.nsw.edu.au/resourcereviews/>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC Online <http://hsc.csu.edu.au>.

USER LEVELS are given in stages as follows:
Early Stage 1 (for Preschool/Early Childhood)
Stage 1 (for Lower primary)
Stage 2 (for Middle primary)
Stage 3 (for Upper primary)
Stage 4 (for Lower secondary)
Stage 5 (for Middle secondary)
Stage 6 (for Upper secondary)
Community (for Community/Parent/Adult)
Professional (for Teachers)

The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the USER LEVEL, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the Key Learning Area:
CA Creative Arts (primary & secondary);
English English (primary & secondary);
HSIE Human Society & its Environment;
Languages Languages other than English;
Mathematics Mathematics (primary & secondary);
PDHPE Personal Development/Health/Physical Education;
Science Science (secondary);
SciTech Science & Technology (primary);
TAS Technology & Applied Studies (secondary);
and
VET Vocational Education and Training
CEC after a syllabus denotes that it is a Content Endorsed Course.

The subheading ABSTRACT indicates this resource is described rather than evaluated.

All prices in the availability statement include GST.

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites may appear in other sections, including Literacy and Numeracy resources and Professional reading. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The USER LEVEL descriptor, Professional, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when reviewed.

The title shown is the web page title as used by SCIS. Where a web site has an alternative meta or bookmark title, this follows the screen title in parentheses. The Dewey number appears in square brackets between REVIEW DATE and SCIS number. To search for site reviews alphabetically by title, please refer to the index at the back of this *Scan*.

Webmonkey
http://webmonkey.wired.com/webmonkey/index.html#

An invaluable resource for students who are designing web pages, this site is free, easy to navigate, and easy to load. The site is organised into the skill levels of **Beginners**, **Builders**, and **Masters**. The former is a true beginner's resource, and novices can learn about the Internet through online tutorials which include understanding the language basics of HTML. **Masters** takes students through the tasks of building an **Audio recording station** and running a live webcast. There are useful step by step tutorials on animation, the use of graphics, and programming languages including JavaScript, Java, ASP, PHP, ColdFusion, and Perl/CGI. Explanations are clear, although colloquially American, and terms are defined. Students should find the series of projects to be educational, creative, and entertaining. A. Kokkotas

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6; Information Software Technology 7–10; Software Design & Development Stage 6
PUBLISHER: Lycos, Inc., USA
REVIEW DATE: 07/09/05 [005.7] SCIS 1025302

Kid Pix: creating a slide show
http://www.cap.nsw.edu.au/kidpix/kid_pix.html

ABSTRACT
Step by step instructions for creating a slide show using the computer program *Kid Pix* are presented in this practical section of the *Country Areas Program* web site. Language and graphics assist understanding of the process. The resource assumes familiarity with *Kid Pix* and competence in naming and saving documents. The new version, *Kid Pix Deluxe 3* is here with instructions for use. Within these instructions, teachers will find more help in **Making a slide show with KP3**. The resource targets users of *Kid Pix* who would like an alternative to *Microsoft PowerPoint*. The site could be used by teachers for demonstration purposes, or by small groups of students working independently. It supports ICT outcomes in every primary syllabus.

USER LEVEL: Stage 2 Stage 3 Professional
SCIS SUBJECTS: Classroom activities; Computer graphics
PUBLISHER: NSW Dept of Education and Training
REVIEW DATE: 07/09/05 [006.6] SCIS 1229420

Learning to draw: by making it easier for the right brain and harder for the left brain
http://www.goshen.edu/art//ed/easydraw.html

It is exciting to access information that pushes art thinking and practice in new directions. Art educators are continually researching novel ways to tackle syllabus topics using readily available materials. This useful and linear site gives explicit instructions on how to maximise the right brain in drawing. There are some fine ideas for lessons, including the use of a blinder to obscure what is being drawn, **Bent wire** work, and **Air drawing**. An essay on **Motivating non-drawers** and an interesting short case study ably extend the site's usefulness. The case study links to an art gallery from a Japanese primary school, and presents creative possibilities for use in a joint Languages and Creative Arts K–6 unit. K. Ashley
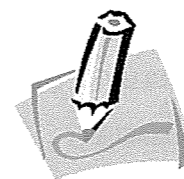
USER LEVEL: Stage 2 Stage 3 Stage 4 Professional
KLA: CA; Languages
SYLLABUS: Creative Arts K–6; Japanese K–10; Visual Arts 7–10
SCIS SUBJECTS: Brain; Drawing; Left-handedness and right-handedness
PUBLISHER: Goshen College, USA
REVIEW DATE: 07/09/05 [152.3] SCIS 1216954

Future scapes
http://www.wildscape.com.au/

This web site suggests practical ways to attract wildlife to Australian school grounds. To increase students' awareness of environmental issues, **Kids' activities** provides simple games, including card games and outdoor activities; other games can be downloaded from **For teachers**. Although based on Victorian schools, **Wildscape**

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planner may be adapted for other states and used to plan practical projects. **Projects and tours** provides information on preparing a planting site and creating a lizard, wetland or honey-eater garden. These are available to view online or to download as a pdf document. The site provides a great Australian perspective for students studying *Living things*, and is particularly useful for the Units: *Cycles in our world* and *Mini-worlds*. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Conservation of natural resources; Environmental education; Human ecology; Sustainable development
PUBLISHER: Gould League, Australia
REVIEW DATE: 07/09/05 [304.2] SCIS 1137651

Kaz Cooke's completely gorgeous
http://www.completelygorgeous.com.au/

Using information from Kaz Cooke's book *Real gorgeous*, this colourful, amusing, and interactive site explains puberty, diets, and body shapes very well. Information is accurate and the activities in **Gametime** are educationally relevant. Teachers gives access to extensive teaching notes for Stages 3–6, devised by Cooke and the Australian Teachers of Media. The site employs a magazine layout to invite student participation, and then clearly explains topics in short paragraphs with appropriate style and language for the intended audience. Many of the issues are common to both sexes, with some activities and sections targeting each gender specifically. The site includes a terrific 10 minute animated **Video**, starring Hermoine, the modern girl. This is a great Australian based resource for students and schools. K. McCulloch

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE; TAS
SYLLABUS: Food Technology 7–10; PDHPE K–6; PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Grooming, Personal – Humour; Self-perception – Humour; Women – Care and health
PUBLISHER: Film Australia
REVIEW DATE: 07/09/05 [305.42] SCIS 1222765

Racism. No way!
http://www.racismnoway.com.au/

ABSTRACT
An anti-racism resource for Australian schools, this site promotes greater recognition of and effective responses to racism. The main sections are: **Library**, **Strategies**, **Games room**, **News**, and **Classroom**. Fact sheets, media reports, and interviews with personalities offer a variety of perspectives on racism. Curriculum support and **WebQuests** provide many inquiry based activities. Australian and international **Strategies** and perspectives aim to help school communities develop and implement programs to counter racism. Information in the **Library**, including **Legislation** and **History**, illustrates the development of our culturally diverse nation. The **Games room** provides a variety of activities including an online graffiti wall. Content has been designed for independent and classroom use from Years 4–12.

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7–10; English 7–10; Geography 7–10; History 7–10

SCIS SUBJECTS: Australia – Race relations; Classroom activities; Racism, Reconciliation of Aboriginal and non-Aboriginal Australia
PUBLISHER: Conference of Education Systems Chief Executive Officers, Australia
REVIEW DATE: 07/09/05 [320.5]   SCIS 1060597

My money skills

http://www.mymoneyskills.com/visa/au/index.shtml

The *Commerce Years 7–10 syllabus* aims to guide individual development towards personal competence and responsible participation in a changing commercial environment. The tips provided on this site will give students a great start. Knowledge grasped by an informed investor is surely the ticket to prosperity. The syllabus emphasises the study of consumers, money, and value, and this informative, easy to navigate site is a valuable study tool. Budgeting and saving and Managing debt are the highlights. Money tips and interactive calculators provide great learning resources and the Principles of saving provides excellent examples of savings schemes where students can make their own calculations. N. McFayden

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Finance, Personal
PUBLISHER: Visa International, Australia
REVIEW DATE: 07/09/05 [332.024]   SCIS 1230062

Stop! Life in danger

http://uk.oneworld.net/penguin/biodiversity/home.html

Concern about Earth's loss of biodiversity owing to human influence is expressed here in a colloquial and entertaining narrative. Information about the history and possible future of life on Earth is presented by an engaging penguin, with cartoons, graphics, and quizzes. Short sentences describe the web of life and ecology, what is endangered and how this situation is unfolding. The site is very clear about the role of humanity's impact on the environment, and is particularly suitable for Stage 2 and Stage 3 students researching multiple topics within the HSIE and Science and Technology syllabuses. Within the narrative are more sophisticated concepts, such as Mega-extinction and Genes, which link to short and clear explanations suitable for older Science students. R. Dircks

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; SciTech
SYLLABUS: HSIE K–6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Conservation of natural resources; Energy conservation; Life cycles (Biology); Lifestyles
PUBLISHER: OneWorld, UK
REVIEW DATE: 07/09/05 [333.7]   SCIS 1228709

Eating the future: Tiki's guide to living with care on our planet

http://uk.oneworld.net/penguin/sustain/home.html

A thought provoking web site, this resource shows students how they can make a difference to the planet's future by consuming less in order to create a fairer, more sustainable world. Tiki the penguin guides the way, and sound reading skills are necessary as a lot of

information is presented. Extra explanations and background knowledge can be accessed by students. Vivid, colourful charts are used to illustrate wants versus needs and lifestyle choices, while climate change, reasons for choosing renewable energy sources, and the role of advertising on our lifestyle are some of the issues addressed. This site has relevance to all content strands in Science and Technology, and it addresses outcomes in the HSIE K–6 Substrand: *Resource systems*. M. Skinner

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Conservation of natural resources; Consumers; Environmental education; Lifestyles; Sustainable development
PUBLISHER: OneWorld, UK
REVIEW DATE: 07/09/05 [333.72]   SCIS 1229412

YouthXchange: towards sustainable lifestyles

http://youthxchange.e-meta.net/main/home.asp

Interesting and informative, this site has a great deal of material related to the study of sustainable lifestyles, citizenship, and the environment. Given the range and size of this site, users should investigate the Trainer's room, accessed by book icon, as it extensively explains the site's usefulness in the classroom. The site provides a tool kit to put the theories of sustainability into practice. Eye catching titles, such as Packaging yourself and Awakening your soul, take users to an introductory paragraph and a set of headings for investigation of that topic. The site is particularly suitable for research into the impact of innovation and emerging technologies in textiles, plus the properties and performance of textiles in the *Textiles Technology Years 7–10 syllabus* and Textiles and Design Stage 6. Material also supports the Topic: *Global business* in Business Studies Stage 6, and a range of Geography topics. K. Lissa

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; TAS
SYLLABUS: Business Studies Stage 6; Design & Technology 7–10; Design & Technology Stage 6; Geography 7–10; Geography Stage 6; Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS: Alternative lifestyles; Consumer education; Environmental protection; Technological innovations
REVIEW DATE: 07/09/05 [333.72]   SCIS 1227690

STEP: Sustainable Technology Education Project

http://www.stepin.org

Sustainability in design is presented here through 35 case studies, with technological solutions for improving the lives of third world communities in particular. The concept of sustainability is explained well. Case studies include food, textiles, transport, communications, and housing projects from around the world. Each study gives information on the background, cultural, and socio-economic setting of the problem, and the technology solution. There is analysis of the sustainability factors and mention of direct versus indirect benefits. Technical and design data is overviewed and quite superficial, but there are practical design tasks and environmental issues tasks which are suitable for class work and homework. The site is well written, clearly structured, and easily navigated. P. Conroy

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science; TAS
SYLLABUS: Agricultural Technology 7–10; Design & Technology 7–10; Food Technology 7–10; Geography 7–10; Industrial Technology 7–10; Science 7–10; Technology (Mandatory) 7–8; Textiles Technology 7–10
SCIS SUBJECTS: Sustainable development; Technology – Social aspects; Technology – Study and teaching
PUBLISHER: Intermediate Technology Development Group, UK
REVIEW DATE: 07/09/05 [338.9]   SCIS 1224434

Practical Action: technology challenging poverty

http://www.practicalaction.org

The charter of this charitable organisation is to provide practical and sustainable solutions to help impoverished communities around the world develop technologies to improve their lives and futures. The range of technologies covers Energy, Transport, Agroprocessing, Manufacturing, ICTs, Shelter, Disaster mitigation, Water, and Food production. In Shelter, a case study of Maasai housing in Kenya includes a page of information about the design of permanent housing structures with an accompanying video. Issues and Events have articles suitable for Design and Technology students, and the Geography Focus Areas: *Global change* and *Global issues and the role of citizenship*. P. Conroy
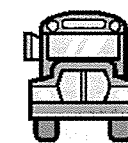
USER LEVEL: Stage 4 Stage 5
KLA: HSIE; TAS
SYLLABUS: Design & Technology 7–10; Geography 7–10
SCIS SUBJECTS: Developing areas; Technology
PUBLISHER: Practical Action, UK
REVIEW DATE: 07/09/05 [338.9]   SCIS 1222933

Corporate governance

www.aar.com.au/corpgov/index.htm

The CLERP 9 law reforms are explained on this site. The resource gives teachers and students of the Business Studies syllabus a great start to understanding related developments in the business world. In particular, the study of responsibility to shareholders, and change and social responsibility, for the Topic: *Business management and change*, will take on a whole new perspective. The site examines the question: *What is the best corporate governance for you?* The ASX Corporate Governance Council's best practice recommendations are explained in The 28 recommendations and The 10 principles. These all look relevant and sensible. The seventh principle, *Recognise and manage risk*, will show students all about the establishment of a sound system of risk oversight, management, and internal control. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Companies – Accounting; Companies – Management; Company law
PUBLISHER: Allens Arthur Robinson, Australia
REVIEW DATE: 07/09/05 [346.94]   SCIS 1230059

Beyondblue: the national depression initiative

http://www.beyondblue.org.au

Depression and anxiety are the most common mental health problems in young people. Depression is associated with increased levels of alcohol, cigarette, and illicit substance use, lower levels of school achievement and increased levels of risk-taking behaviours. This comprehensive site gives information about depression in different contexts. Access the Y icon to get to Ybblue, the youth depression awareness campaign which helps young people who are depressed or who have a depressed friend. Live in the country? focuses on specific issues faced by rural and Indigenous people. There is support material for schools and a large library of educational resources and links to helpful sites. This resource is particularly helpful for members of a school's learning support team. A. Soutter

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Depression, Mental; Mental health
PUBLISHER: Beyondblue: the national depression initiative, Australia
REVIEW DATE: 07/09/05 [362.2]   SCIS 1222857

Planet protectors club for kids

http://www.epa.gov/epaoswer/education/kids_ppc.htm

Students can update their knowledge and understandings about waste recycling by visiting this attractive site. Numerous engaging activities, including a colouring book, can be downloaded in pdf format for classroom use. The major online activity involves travelling in an alien spacecraft to a range of locations where students undertake environmental activities. These illustrate earthlings' use and abuse of natural resources. Activities are colourful and interesting, and available in Spanish. This site could effectively be used as a class motivational tool, or explored independently by students in small groups, to support the *HSIE K–6 syllabus* Strand: *Environment*, and the *Science and Technology K–6 syllabus* Unit: *Environment matters*. S. McLoughlin

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; Languages; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6; Spanish K–10
SCIS SUBJECTS: Conservation of natural resources; Pollution; Recycling (Waste, etc)
PUBLISHER: Environmental Protection Agency, USA
REVIEW DATE: 07/09/05 [363.73]   SCIS 1229407

Pollution: muck, stink and poison

http://uk.oneworld.net/penguin/pollution/pollution_home.html

Tiki the penguin guides the user on this site to follow the arrows or click the hyperlinks in the Table of contents. The site defines pollution, and gives facts about Cigarettes and smoking, liquid and chemical pollution, genetically engineered Food and drink, methane gas from cows, and smoke from cars and aeroplanes. Information is also provided about radiation from nuclear bombs and uranium in War. The written text is interspersed with hyperlinks to sounds, pictures, definitions and fact boxes. This site would be invaluable for use with the Strand: *Relationship with places* in the *HSIE K–6 syllabus* and the Strand: *Built environments* in the

Science and Technology K–6 syllabus. It has strong application to the human impact and ecosystems objectives of the *Environmental education policy for schools*. J. Eade

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; SciTech
SYLLABUS:	HSIE K–6; Science & Technology K–6
SCIS SUBJECTS:	Environmental protection; Pollution
PUBLISHER:	OneWorld, UK
REVIEW DATE:	07/09/05 [363.73] SCIS 1230465

Animation inspirations

http://www.apple.com/uk/education/animation/

Digital storytelling is a sophisticated and entertaining way to teach drama, literacy, and music through the use of multimedia. Apple's UK education site offers extensive support for teachers wishing to introduce stop motion animation, or claymation, into their classroom with this creative motivational tool. For example, Creative Arts teachers could use the resource to assist in teaching the drama forms of movement and non verbal storytelling. The tutorial nature of some of the information will suit Stage 4 and Stage 5 students using the site as a self help reference, as they are guided through the animation process. There are clear instructions to help students and teachers attain the desired end, which is a 30 second film. Storyboarding is the suggested starting point, with sections for making models, adding sound and music, and addressing literacy strategies. Short movies and samples provide stunning examples for each section. R. Kirsten

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	CA; English; TAS
SYLLABUS:	Creative Arts K–6; Drama 7–10; English K–6; English 7–10; Graphics Technology 7–10
SCIS SUBJECTS:	Film animation; Modelling (Art); Storytelling; Teaching – Aids and devices; Video recording and reproducing
REVIEW DATE:	07/09/05 [371.33] SCIS 1228702

Discoveryschool.com

http://school.discovery.com

A wide range of information, activities and tools for teaching and learning are offered on this large site, which is partly designed to support and extend learning initiated through the Discovery Channel. The emphasis is on Science, with some coverage of Geography, History, English, and Mathematics. Students have access to information, clip art, and a series of learning adventures. Teachers tools gives access to Brain boosters, Lesson planner, and a Puzzlemaker, which are quick and useful ways to generate puzzles, worksheets, and quizzes to store on the site for printing or online use by students. The site's origin and focus means teachers will need to make personal decisions about its relevance and value. W. Smith

USER LEVEL:	Stage 2 Stage 3 Stage 4 Professional
KLA:	CA; English; HSIE; Mathematics; SciTech
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10; HSIE K–6; Mathematics K–6; Science & Technology K–6
SCIS SUBJECTS:	Classroom activities; Teaching – Aids and devices
PUBLISHER:	Discovery Communications, USA
REVIEW DATE:	07/09/05 [371.33] SCIS 1229576

Fun with Spot: the official Spot Website

http://www.funwithspot.com/

With bright colours, simple design and familiar characters, this engaging web site will have strong appeal for young students and their teachers. Students with basic reading skills and those familiar with using web sites will easily navigate the site. Four locations of Party, Park, Beach, and Farm, offer a range of reading, counting and matching activities, and interactive games. Students are invited to submit their own drawings of Spot, and some are displayed in the Gallery. The Bookshelf includes two animated stories to read online, and previews of CD-ROMs and videos. The Grownups section offers additional information for teachers. The site could also add interest and motivation to early literacy programs. W. Smith

USER LEVEL:	Early Stage 1 Professional
KLA:	English; Mathematics
SYLLABUS:	English K–6; Mathematics K–6
SCIS SUBJECTS:	Counting – Problems, exercises, etc; Educational games; Visual perception – Problems, exercises, etc.
PUBLISHER:	Penguin, UK
REVIEW DATE:	07/09/05 [371.33] SCIS 1215987

Kidport

http://www.kidport.com/default.htm

Useful for cross KLA extension activities, this site will be an enjoyable resource for students to use. It is a collection of thinking and creative skills and activities, which uses visual, auditory, and kinesthetic learning styles. Material is arranged in American grades, and these are worth teacher investigation to find the most appropriate level for their uses. The helpful sections of Teachers start here and Kidport highlights, will quickly show teachers the scope and potential of the site. The site suits independent student use. Students select their level and a range of appealing options allows them to focus on specific KLA questions, with instant feedback. The site features user friendly navigation, colourful graphics, and a range of challenging short answer and multiple choice questions. Some parts were under construction at the time of review. G. Cale

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Professional
KLA:	CA; English; HSIE; Mathematics; Science; SciTech
SYLLABUS:	Creative Arts K–6; English K–6; HSIE K–6; Mathematics K–6; Mathematics 7–10; Science & Technology K–6; Science 7–10
SCIS SUBJECTS:	Arts – Problems, exercises, etc; Computer-assisted instruction; English language – Problems, exercises, etc; Geography – Problems, exercises, etc; History – Problems, exercises, etc; Mathematics – Problems, exercises, etc; Science – Problems, exercises, etc
PUBLISHER:	Kidport, USA
REVIEW DATE:	07/09/05 [371.33] SCIS 1222748

McDowall State School

http://www.mcdowallss.qld.edu.au

Many quality online activities and professional development resources have been collated by teachers to create this resource. Most of the site is a portal, but its strength for teachers is in the

relevance and connections of listed resources to school developed and external units of work. These cover a wide range of topics including Minibeasts, disasters, the Environment, Democracy, picture books, Early Australia, Maths mania, and Energy. Curriculum stories has examples of class work integrated with ICT; Teacher zone is a list of curriculum related sites including Curriculum exchange, which parallels the NSW *TaLE* site; and the Resource centre is an outstanding example of a library web page providing links including information literacy and visual literacy. The Student zone contains well arranged online activities, most of them needing teacher input. Specifically useful for each primary KLA, the site is well worth teacher investigation. D. Johnston

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3 Professional
SCIS SUBJECTS:	Schools – Curriculums; Schools – Queensland
PUBLISHER:	McDowall State School, Qld
REVIEW DATE:	07/09/05 [372.943] SCIS 1227109

CGI morse code translator

http://morsecode.scphillips.com/translator.html

A web site which translates words into Morse code and vice versa, this intriguing resource allows students to type a text, select settings, and then hear the morse code version. With teacher direction, the site will support the *Science and Technology K–6 syllabus* Strand: *Communications* with an interesting practical activity. The speed of the sound and file format can be selected, and a screen capture of the activity can be pasted into each student's intranet page. Students can also view Phonetic alphabets, including an amusing silent alphabet. Units is a series of external links to a selection of code formulae and conversions, offering data to support the teaching of Mathematics 7–10 and Science 7–10. D. Johnston
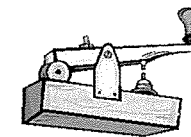
USER LEVEL:	Stage 1 Stage 4 Stage 5
KLA:	Mathematics; SciTech
SYLLABUS:	Mathematics K–6; Mathematics 7–10; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Morse code
PUBLISHER:	S.C. Phillips, UK
REVIEW DATE:	07/09/05 [384] SCIS 1228657

Science

http://www.sunspot.noao.edu/PR/science.html

The nature of science and the scientific method is clearly explained on this site, using the linked topics of Observation, Hypotheses, and Experiments. Most of the examples discussed are in the context of astronomy, and the site uses the discovery of Black holes as an example of the application of the scientific method. The site takes students through a scenario in which they apply the scientific method to solve a problem. Site material distinguishes between scientific laws, theories and models, and it explores opinion and belief as opposed to hypotheses that have been tested and proved. Exploring the nature of evidence, the abuse of science, and bias, this excellent site is relevant to the study of the nature and practice of science in Science syllabuses. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Physics Stage 6; Science 7–10
SCIS SUBJECTS:	Astronomy; Science – Research
PUBLISHER:	National Solar Observatory Sacrament Peak, USA
REVIEW DATE:	07/09/05 [500] SCIS 1228011

Australian Museum online: fact sheets

http://www.amonline.net.au/factsheets

Clearly presented with appropriate scientific language, ample headings, and engaging photographs, these fact sheets cover a wide range of topics. For living things, such as Cicadas, the content mainly suits younger students and includes a description, habitat, food, biology, and breeding. Other topics, such as Geology of Sydney Harbour and Politics and biodiversity are fine introductions to the high school study of related material. Some topics include a useful scientific glossary. The site supports the HSIE K–6 study of life in Australia, but the complexity of information varies. Initial teacher investigation is recommended, owing to the broad range of topics and treatment. Mammals fact sheets contain simpler information, although teacher guidance will still be needed. Information is brief but well organised for note taking. For example, the Dingos page asks three defining questions and then provides relevant information. D. Johnston

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	HSIE; Science; SciTech
SYLLABUS:	Geography 7–10; HSIE K–6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Aboriginal peoples; Animals – Australia; Australian Museum; Birds – Australia; Dinosaurs; Ecology – Australia; Evolution; Geology – Australia; Insects – Australia; Nature conservation; Plants – Australia; Spiders; Sydney (N.S.W.) – Galleries and museums
PUBLISHER:	Australian Museum
REVIEW DATE:	07/09/05 [508.94] SCIS 1160738

KidsAstronomy.com: a universe of discovery

http://www.kidsastronomy.com/index.htm

Information about the Solar system, Space exploration, Deep space, Civilian space travel and the size of the universe, with colourful graphics and images, makes this web site an excellent resource for the Stage 3 Unit: *Out in space*. Students can take advantage of the site for the design and making learning process. Space News is updated daily. In the Teachers' corner there are classes where extension students can attain a certificate for an interactive astronomy course. Details for this are in the tour section of Free online classes. The site includes worksheets, assignment packages for ages 7–18, and puzzles. Information on tonight's night sky is problematic, but the site contains ideas to overcome the problem of students in different hemispheres performing the practical research tasks. M. Skinner

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Astronomy
PUBLISHER:	KidsAstronomy, USA
REVIEW DATE:	07/09/05 [520] SCIS 1055588

Her lab in your life: women in chemistry

http://www.chemheritage.org/women_chemistry/

Discovering the work of female chemists in shaping the modern world will be an education for most readers of this site. The resource provides details of the female contribution to chemistry, by presenting a scientific biography and outlining each scientist's main achievement. This material uses clear but detailed scientific

language. The scientists are showcased in a variety of technological endeavours, including Medicines, Body, Environment, Computer and Universe. Particularly aimed towards girls studying science, the text is very supportive towards pursuing a career in chemistry, and the intelligent Career section profiles people and jobs within chemistry in a wide range of applications. The site would support outcomes in Science 7–10 and Chemistry Stage 6 involving current issues, research, and developments in science. S. Lockwood

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE; Science
SYLLABUS:	Chemistry Stage 6; Science 7-10; Work Education 7–10; Work Studies CEC Stage 6
SCIS SUBJECTS:	Chemists – Biography; Chemistry – History; Women
PUBLISHER:	Chemical Heritage Foundation, USA
REVIEW DATE:	07/09/05 [540.92] SCIS 1228893

Reg Morrison: a fresh perspective on life

http://www.regmorrison.id.au

Most of this site links to the author's latest book, *Australia's four billion year diary*. Study aids provides excellent information on the history of the continent of Australia and its flora and fauna, including the break up of Pangaea and the geological time scale involved. Vivid photographs and syllabus based questions enhance this section. Sample questions and answers will be helpful for Year 11 students of the Stage 6 syllabuses for Biology and Earth and Environmental Science. Morrison is primarily a photographer, and the site includes a large number of excellent illustrations on the book's focus. In Images his photographs show the impact of humans on the environment and other topics. Morrison's Articles include a short opinion piece on the nature of photography. R. Dircks

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; Science
SYLLABUS:	Biology Stage 6; Earth & Environmental Science Stage 6; Photographic & Digital Media 7–10
SCIS SUBJECTS:	Australia – geography; Natural history – Australia; Natural history – Australia – Pictorial works
PUBLISHER:	R. Morrison, Australia
REVIEW DATE:	07/09/05 [559.4] SCIS 1228774

Life: the science of biology, seventh edition

http://bcs.whfreeman.com/thelifewire/default.asp?s=&n=&i=&v=&o=&ns=0&uid=0&rau=0

Designed to accompany the text book of the same name, this excellent site has a large amount of useful material for senior science students. Content is arranged into 58 chapters, and organised along traditional lines. These include Cells: the basic units of life, Genetics: Mendel and beyond, and Photosynthesis: energy from the sun. Specifically written for students are the 106 Animated tutorials which use audio and animation to clearly explain biological concepts. Interactive summaries present information succinctly, with simple diagrams. This terrific resource for schools is highly relevant to the *Biology Stage 6 syllabus*, and aspects of the *Science Years 7–10 syllabus*. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7–10

SCIS SUBJECTS:	Biology
PUBLISHER:	Freeman, USA
REVIEW DATE:	07/09/05 [570] SCIS 1227972

Food webs

http://www.gould.edu.au/foodwebs/

Written to support the Gould League's primary and secondary kits on *Food webs, classification and biodiversity*, this well laid out collection of student activities has some stand alone tasks and ideas for teachers involving the basic principles of ecology. Kids web is an interesting resource which allows students to construct food webs for four ecosystems online: Australian grasslands, African grasslands, Antarctic, and Marine. Other pages provide strategies for teachers working with adaptations, biomass pyramids, populations, biodiversity, and conservation. Some suggestions for extension activities are included. This site is most appropriate for supporting aspects of the *Science Years 7–10 syllabus*, and the *Science and Technology K–6 syllabus*. J. Morgan

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Animals – Africa; Animals – Antarctica; Animals – Australia; Food chains
PUBLISHER:	Gould League, Australia
REVIEW DATE:	07/09/05 [577] SCIS 1228030

Regulation of biological systems tutorial

http://biology-online.org/tutorials/4_biological_regulation.htm

The ways that organisms and ecosystems regulate themselves is a crucial concept in the study of biology. This resource examines the theme of regulation, from the point of view of the cell, the organism, populations, and ecosystems. Tutorials use a plain layout, with succinct, well spaced paragraphs, and clear graphics. Physiological homeostasis explains the principle of negative feedback control and its importance. The site discusses temperature, water, and sugar regulation, illustrating each concept clearly with a simple diagram. It has useful explanations of Population regulation in an ecosystem and Ecosystem succession. The site is highly relevant to the Biology Stage 6 Topics: *A local ecosystem* and *Maintaining a balance*. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7–10
SCIS SUBJECTS:	Ecology
PUBLISHER:	Biology-Online, USA
REVIEW DATE:	07/09/05 [577] SCIS 1227968

Life and adaptations to water

http://samuseum.sa.gov.au/water/riteframe.htm

A virtual exhibition of life, salt, and water, this vibrantly illustrated site is a superb resource to help young students understand the workings of Australian ecosystems. The Introduction explains the important concept of water balance, and subsections describe the continent's history, including climate change. The main topics are: Tropical rainforest, Coastal monsoon, Desert, Desert refuge, Coastal temperate and Southern ocean ecosystems. These are explained in terms of their abiotic features, flora, and fauna. Clear, simple photographs and diagrams illustrate concepts well, and information is in short and

generously spaced sentence blocks. These topics have relevance to multiple studies within the *HSIE K–6 syllabus* and the *Science and Technology K–6 syllabus*. Within Teacher information, the Climate graphs are a useful resource. Sections of the site, including More information, provide the detail needed for students of the *Science Years 7–10 syllabus*. J. Morgan

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	HSIE; Science; SciTech
SYLLABUS:	HSIE K–6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Arid regions – Australia; Australia – Climate; Coasts – Australia; Ecology – Australia; Forests and forestry – Australia; Southern Ocean
PUBLISHER:	South Australian Museum, Australia
REVIEW DATE:	07/09/05 [577.0994] SCIS 1228052

Coast and marine education

http://www.denr.sa.gov.au/coasts/cmeducation.html

Prepared by a South Australian environmental education unit, this site explores the ecology and interaction of coastal and marine ecosystems. The most useful section for NSW teachers is the information found within Topic hub, where pdf resources on subjects such as biodiversity, catchments, and oceanography can be found. Scientific content is complemented by a range of outcomes based student activities, and each activity is rated according to complexity and stage. The site investigates how society is tackling coastal and marine problems, and is a useful resource to support aspects of the *Science Years 7–10 syllabus* and the Biology Stage 6 Topic: *A local ecosystem*. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7–10
SCIS SUBJECTS:	Coastal ecology; Coasts – Australia; Marine animals; Marine ecology; Marine plants
PUBLISHER:	Dept. of Environment and Heritage, SA, Australia
REVIEW DATE:	07/09/05 [577.5] SCIS 1228013

Splash into an aquarium

http://projects.edtech.sandi.net/grant/aquarium/index.html

A very useful site to complement the Science and Technology Units: *What's alive?* and *Mini worlds*, this appealing resource looks at ocean habitats and animals. Simple sentences present information in a large font. Information is easily understood, and is ably supported by beautiful photographs which can be enlarged on screen. The site is suitable for younger users. The Teacher page is extremely useful as it details what is on the site and provides outcomes and indicators for every task. There is a lot of crossover from this American data to the NSW Science and Technology syllabus. The site emphasises design and making skills, and the information skills of gathering, organising, and presenting information. G. Cale
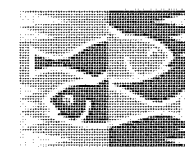
USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Professional
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Marine animals – Study and teaching
PUBLISHER:	Grant Elementary School, USA
REVIEW DATE:	07/09/05 [578.77] SCIS 1222737

FaunaKeys

http://www.faunanet.gov.au/faunakeys/index.htm

Taxonomic tools for easy identification of selected vertebrate and invertebrate groups are available on this site. Some taxa, such as Dung beetles, Christmas beetles, and Frogs, are limited to NSW, and others, such as Stink beetles and Heteroptera, have an Australian focus. The site requires the free download of *Lucid Player* 2.2 and it presents illustrated interactive keys combined with information pages, photographic images, and checklists on a range of taxa. The keys are linked to helpful glossaries and labelled diagrams on general anatomy and morphology. This site will support the teaching of classification in the *Science Years 7–10 syllabus* and the *Biology Stage 6 syllabus*. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7–10
SCIS SUBJECTS:	Animals – Australia; Australian Museum; Zoology – Classification
PUBLISHER:	Australian Museum
REVIEW DATE:	07/09/05 [591.994] SCIS 1227966

The butterfly life cycle: a web resourced unit of work

http://www.teachers.ash.org.au/jmresources/butlifecycle/index.htm

A crisp and uncluttered interface greets visitors to this interesting and informative site on butterflies. Using Bloom's taxonomy and brainstorming, the site is a collection of web resources and links which clearly explain the lives of butterflies. Nine simple activity sheets support information in The process and resources. Within Evaluation, students are instructed how to compose a slide show to display their work on butterflies, and Fun and games has a wide range of cross-curriculum activities. Links include *Enchanted learning* and *Think quest* web sites directly connected to the topic. There are lovely graphics, such as the photographic sequence of The emergence of a Monarch, found in The adult butterfly. The resource has ample support for the *Science and Technology K-6 syllabus* Strand: *Living things*. A. Beedles

USER LEVEL:	Stage 1 Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Butterflies
PUBLISHER:	J. Miers, Australia
REVIEW DATE:	07/09/05 [595.78] SCIS 1046988

Vertebrate kidneys

http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/V/VertebrateKidneys.html

The structure and function of vertebrate kidneys is clearly explained on this site. Students can research the kidneys of Freshwater vertebrates, Amphibians, Lizards and snakes, Birds, Mammals (including humans), and Marine fishes. As each new scientific term is encountered in these explanations, a link or simple diagram will help site users define it. The site provides indepth information on Nephrons, the hormonal regulation of the kidneys, kidney dialysis, vertebrate evolution, and how the human kidney works. The latter leads to an interesting and scientifically useful discussion on the processes of organ transplantation. The site is highly relevant to the Topic: *Maintaining a balance* in the *Biology Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Kidneys; Vertebrates
PUBLISHER: Kimball, USA
REVIEW DATE: 07/09/05 [596]   SCIS 1227975

Australia's thylacine: to clone or not to clone?

http://www.austmus.gov.au/thylacine/

Research into thylacine cloning is clearly explained on this site. In 2002, thylacine DNA was shown to have the potential to work within a living cell. The process and issues of cloning are clearly set out, with the site concentrating more on the scientific issues than the ethical debate. Information is presented in short paragraphs in an easy to use Q&A format. Pages are well supported by historical photographs and illustrations. The site supports the *Science and Technology K–6 syllabus* Topics: *What's alive?* and *An ancient land*, and Stage 3 students could independently research About the thylacine on the site. Information is also generally useful for Science 7–10 and Biology Stage 6 students in the thoughtful and interesting summary of points in The cloning debate. G. Cale

USER LEVEL: Stage 1 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science; SciTech
SYLLABUS: Biology Stage 6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Cloning – Moral and ethical aspects; Tasmanian tigers
PUBLISHER: Australian Museum
REVIEW DATE: 07/09/05 [599.2]   SCIS 1221254

Humpback whale

http://www.nationalparks.nsw.gov.au/npws.nsf/Content/Humpback+whale

Part of the NSW National Parks web site, this is the introductory page to a series of fact sheets and media releases on whales. Students will find a brief history of whales and whaling in NSW, identification information for humpbacks, information on other species of whales and whale watching, and a description of their appearance and calls. Times and places are given for observing the animals along the NSW coast, and the pilot education program for a group of schools from the south coast makes interesting reading. Information, illustrated with simple drawings and diagrams, makes the site suitable for independent use. The site has direct relevance to the Stage 2 Science and Technology Units: *Cycles in our world* and *Our Australia*. W. Smith

USER LEVEL: Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Humpback whales
PUBLISHER: Dept. of Environment and Conservation (NSW), Australia
REVIEW DATE: 07/09/05 [599.5]   SCIS 1221257

International Food Information Council Foundation

http://www.ific.org/

The International Food Information Council (IFIC) Foundation provides links to current papers on Nutrition & food safety information. The papers are user friendly and can be incorporated into the *Food Technology Stage 6 syllabus*. It would be most helpful for students researching Nutrition related diseases, Food allergies & asthma, allergies and additives, and Food safety & new technologies. There is a Glossary of food-related terms and interesting food facts in Fast fact, plus links to other foundation sites and news. Users can join an email list to be notified of updates to the site to keep them informed of new papers. M. Timperley

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology Stage 6
SCIS SUBJECTS: Food – Safety measures; Nutrition
PUBLISHER: International Food Information Council Foundation, USA
REVIEW DATE: 07/09/05 [613.2]   SCIS 1218201

Nutrition Australia

http://www.nutritionaustralia.org/Default.htm

General nutrition and health information is engagingly presented on this highly useful web site. Nutrition for all ages has documents regarding Nutrition in schools, and information for Children and Teenagers. The content is concise, easy to read and includes up-to-date statistics and research data, plus the latest news in health and nutrition. Information is particularly useful for Food Technology 7–10, and is also relevant to Food Technology Stage 6. The health club supports PDHPE units with information regarding active lifestyles and physical activity. Food facts is a series of fact sheets with an excellent description of the body's iron needs, and a useful checklist for students to monitor the variety of foods they eat. K. Lissa

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE; TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Food; Nutrition
PUBLISHER: Australian Nutrition Foundation
REVIEW DATE: 07/09/05 [613.2]   SCIS 1032300

Understanding genetics

http://www.thetech.org/genetics

Students will find this site to be a valuable source of clear explanations about a wide range of topics related to human inheritance. Language is suitable for high school science students, and information is topical and relevant. Especially interesting are the colourful online exhibits, Genetics in the news, the laboratory panorama of the Stanford Human Genome Center, and the interactive At home activities. Information is useful, although some sections use extensive writing with few illustrations. For example, Mendel's work is summarised without illustrations. Site users can easily navigate to areas of specific interest, such as When genes go bad: mutations and disease. R. Dircks

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Health; Human genetics
PUBLISHER: Tech Museum of Innovation, USA
REVIEW DATE: 07/09/05 [616]   SCIS 1216599

Asthma

http://www.healthsystem.virginia.edu/internet/pediatrics/patients/Tutorials/Asthma/home.cfm

Designed to give an understanding of asthma and what actually occurs to the body during an asthma attack, this site presents information very clearly. Extensive use of excellent audio and visual aids, including interviews, diagrams and animations, allows site users to see and hear normal breathing, and the effects of an asthma attack. The site is easy to navigate; it uses short sentences and offers a pronunciation guide to medical jargon. It defines the problem as well as showing the Symptoms, why attacks occur, and how medicine works to treat the problem. The site has interesting breathing animations and could be used as a valuable resource in the PDHPE K–6 Topics: *Personal health choices* and *Growth and development*. The site also illustrates concepts within the PDHPE 7–10 Strand: *Individual and community health*. K. McCulloch

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10
SCIS SUBJECTS: Asthma
PUBLISHER: University of Virginia Health System, USA
REVIEW DATE: 07/09/05 [616.2]   SCIS 1074338

Pertussis (whooping cough)

http://kidshealth.org/parent/infections/bacterial_viral/whooping_cough.html

Within the framework of the Strand: *Parenting and caring* in the Community and Family Studies syllabus, the information contained on this site may have relevance. Connections to the PDHPE Stage 6 Core: *Health priorities in Australia* are also applicable, as the site covers infectious diseases in terms of morbidity and mortality. Some relevant information will be gained, but the resource is relatively minor within the broader syllabus picture. The text material is easily understood and may serve to introduce the area or provide detail on an area of interest for students. R. Cox

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6; PDHPE Stage 6
SCIS SUBJECTS: Whooping cough
PUBLISHER: Nemours Foundation, USA
REVIEW DATE: 07/09/05 [616.2]   SCIS 1229706

Environmental diseases from A to Z

http://www.niehs.nih.gov/external/a2z/prt-home.htm

Human health and human disease result from three interactive elements: environmental factors, individual susceptibility, and age. This resource describes 26 environmental diseases, including mercury and lead poisoning, sunburn, and birth defects. There is an international scope to the site with the topics of Yusho poisoning and Queensland fever. Each disease is briefly described in one or two paragraphs. Some have an internal link to additional information which is much more complex, as is the external link: Facts about environment related diseases and health risks. Useful as a starting point for the Strand: *Individual and community health* in PDHPE 7–10, the site also supports extension work in Science 7–10, and multiple topics concerning humans and the environment in the *Geography Years 7–10 syllabus*. K. McCulloch

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; PDHPE; Science
SYLLABUS: Geography 7–10; PDHPE 7–10; Science 7–10
SCIS SUBJECTS: Diseases – Environmental aspects; Environment – Physiological effects; Pollution – Physiological effects

PUBLISHER: National Institute of Environmental health Sciences, USA
REVIEW DATE: 07/09/05 [616.9]   SCIS 1222779

Which weed?: Tamar Valley Weed Strategy

http://www.weeds.asn.au

Designed to provide information about combating weeds in Tasmania's Tamar Valley, this site also provides relevant data for NSW Agriculture students. Weeds can be searched by common and botanical names. The section About biological control is uncomplicated, and would make an excellent starting point when preparing a lesson on this area. Succinct information about these weeds includes a photograph and sometimes a drawing, flower colour, seed dispersal, growth habits, and precise control methods in table format. Weeds of national significance contains several weeds relevant to the NSW context, such as Lantana. Stage 5 Agriculture students learning about and identifying weed varieties, as additional syllabus content, will find this site most useful. I. Mavin
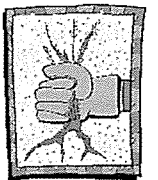
USER LEVEL: Stage 5
KLA: TAS
SYLLABUS: Agricultural Technology 7–10
SCIS SUBJECTS: Weed control
PUBLISHER: Tamar Valley Weed Strategy, Australia
REVIEW DATE: 07/09/05 [632]   SCIS 1079851

Apple & Pear Australia Ltd

http://www.apal.org.au/general.htm

Promoting the nutritional qualities of Australian grown apples and pears, this site gives basic information on fruit types, their uses in cookery, and recipes, which may be of use for menu design in Hospitality Stage 6. Most useful on the site are the medical fact sheets provided for both fruits which clearly link nutrients and active non-nutrients such as phytoestrogens to the prevention of disease. Fact sheets are presented in easy to read point form, and accurate technical language is used, making them appropriate for Stage 6 study. This site could be accessed to introduce the concept of nutrition as a defence against disease, and in revision of the Food Technology Stage 6 Option: *Contemporary food issues: Nutrition* and the Core Strand: *Food product development*. Marketing & trade supports an activity based on the marketing of a healthy fruit based product. C. Barlow

USER LEVEL: Stage 6 Professional
KLA: TAS; VET
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Apples; Fruit industry – Australia; Pears
REVIEW DATE: 07/09/05 [634]   SCIS 1227521

Flora for fauna

http://www.floraforfauna.com.au

Easily navigated with a Take a tour of flora for fauna guide, this Australian site provides information about how to attract wildlife to your garden by using plants. What fauna can I attract? and What do I need to plant? are organised according to Australian state locations, with step-by-step instructions to refine your search. Pdf documents for teachers and some quality links are provided through For schools. Initiated by the nursery and garden industry, this site is well organised, informative and accessible. It will be very

useful for students and teachers of the Strand: *Living things* in the *Science and Technology K–6 syllabus*, for the units of work *Cycles in our world* and *Mini-worlds*. A. Beedles

USER LEVEL:	Stage 2 Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Animals – Australia; Gardening; Plants – Australia
PUBLISHER:	Flora for fauna, Australia
REVIEW DATE:	07/09/05 [635.0994] SCIS 1179111

Food: Tiki's guide to food

http://tiki.oneworld.net/penguin/food/home.html

Tiki the penguin guides students through this colourful and interactive food site. Spaciously laid out information defines food and describes its origins with cartoons, colloquial language, and humour. The site gives an environmental overview of farming, fishing, food processing, and issues with health, poverty, business, and advertisements. Students use icons or the contents list to navigate this readable and interesting site. An excellent source on food knowledge, the site provides nutrient information, definitions of food terms, and links to games and quizzes. Designed to be used by primary students, the site is worth a look by teachers of Year 9 Food Technology. Stage 3 students could use the information on this site for the Science and Technology Unit: *Food for the tucker box*. M. Timperley

USER LEVEL:	Stage 3 Stage 4 Professional
KLA:	SciTech; TAS
SYLLABUS:	Food Technology 7–10; Science & Technology K–6
SCIS SUBJECTS:	Agriculture; Food; Food habits; Health
PUBLISHER:	OneWorld, UK
REVIEW DATE:	07/09/05 [641.3] SCIS 1229629

Australian Agricultural Company: cookbook

http://www.aaco.com.au/html/cookbook.htm

Set up to promote Australian grown beef, this site provides basic information on the nutritional value of beef and the preparation of beef in cookery. Cuts of beef are clearly labelled with names and locations on the carcass. Ten beef **Recipes** from international cuisines are detailed, and the **Hints on preparing beef** are particularly useful. Teachers should note that some recipes have long cooking times. Some information is provided on how and why the consumption pattern of beef in Australia has changed since 1824. This site is very easy to navigate and would be of interest to Stage 5 students who are investigating the Food Technology Focus: *Food in Australia*, and for those who are researching the nutritional and healthy eating aspects of red meat. C. Barlow

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS; VET
SYLLABUS:	Food Technology 7–10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS:	Cookery with beef
REVIEW DATE:	07/09/05 [641.6] SCIS 1227631

SafeClimate for business

http://www.safeclimate.net/business/index.php

An extensive and very valuable resource for syllabuses that deal with the environment, this site presents clear and detailed illus-

trated information. It encourages business students to appreciate the nature of climate change and investigate cost effective solutions, while scientifically describing and analysing climate change, and providing a practical reference for geography students. **Safeclimate for individuals** is a series of slide presentations, and it allows students to calculate their carbon footprint, consider ways of reducing carbon dioxide emissions, and examine the latest scientific research. Examining such themes as the greenhouse effect, biodiversity and the carbon cycle, the site provides straightforward explanations of the fundamental principles of climate change while offering practical strategies and **Solutions**. Within the latter, business students will find case studies in **Success stories**. A. Fisher

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE; Science
SYLLABUS:	Business Studies Stage 6; Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6; Science 7–10
SCIS SUBJECTS:	Biodiversity; Business – Environmental aspects; Business ethics; Carbon dioxide – Environmental aspects; Greenhouse effect; Sustainable development
PUBLISHER:	World Resources Institute, USA
REVIEW DATE:	07/09/05 [658.4] SCIS 1232338

Electronic swatchbook

http://www.powerhousemuseum.com/electronicswatchbook/

Well organised and easy to use, this simple site contains photographs of fashionable swatches, or pieces of fabric, taken from the darkish favourites of the 1830s and the colourful and eccentric images of the 1920s. All manner of geometric patterns are shown, plus florals and abstract images. Each swatch is very clearly depicted, and students can save the swatches that interest them. Art and textiles students seeking inspiration for artistic patterns and fabric design will find this resource to be very useful, and it has particular application to the Module: *Wearable design* in Visual Design Stage 6. The site is a great resource for teachers needing examples of fabrics for the Area of Study: *Properties and performance of textiles* in Textiles and Design Stage 6. M. Timperley

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; TAS
SYLLABUS:	Textiles & Design Stage 6; Visual Arts 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS:	Fabrics; Textile design – History
PUBLISHER:	Powerhouse Museum, Australia
REVIEW DATE:	07/09/05 [677.009] SCIS 1229594

The artist's toolkit: visual elements and principles

http://www.artsconnected.org/toolkit/index.html

Creating artworks using elements of design is the focus of this engaging site. This approach is not a strong feature of the *Creative Arts K–6 syllabus*, but the site is well constructed and its interactive content is appropriately pitched for students, especially those seeking extension activities. **Explore the toolkit** has self contained tutorials in which students watch an animation with audio describing a design principal or element, identify examples within an artwork, then create their own composition. Each exploration has a focus on an element or principle of design, including line, shape, movement, and rhythm. The **Encyclopedia**

defines these, using the work of artists as illustrations. The site's strongest aspect is its depiction of artworks and artists in the animations. There is also a range of forms depicted from non-Anglo cultures. R. Kirsten

USER LEVEL:	Stage 2 Stage 3
KLA:	CA
SYLLABUS:	Creative Arts K–6
SCIS SUBJECTS:	Colour in art; Composition; Design; Size and shape in art
PUBLISHER:	Minneapolis Institute of Arts, USA
REVIEW DATE:	07/09/05 [701] SCIS 1229710

No fear o' eras

http://www.kn.pacbell.com/wired/art2/eras/home.html

Students will enjoy writing and talking about the art on this site, and it should help break down the worries some students have in writing about art. The historical focus is on seven art periods, from the **Byzantine era** to **Abstract expressionism**. Students identify the characteristics which make these artworks fit into a particular period of art, and they are prompted through a series of questions to critically analyse the artworks and make informed decisions. A useful **Teacher's guide** is buried in A more complete description, and teachers can view some very useful ideas about art education here. The site clearly explains **Elements of design**, while **Tips** and a **Rubric** give step-by-step instructions on constructing well-informed responses and opinions. N. French

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS:	Art appreciation; Art – History
PUBLISHER:	Pacific Bell, USA
REVIEW DATE:	07/09/05 [701] SCIS 1232079

PowerHouse Museum: sourcing the muse

http://www.powerhousemuseum.com/sourcingthemuse/

A very interesting site for textile and art students, this site documents a 2002 exhibition which investigated the design processes used by the Australian fashion designers Akira, Easton Pearson, Michelle Jank, Gwendolynne, Nicola Finetti, SIX, Tea Rose, and Vixen. These designers created a garment inspired by one item from the PowerHouse collection. There are engaging photographs of the designers and their work, plus a history of each designer, their design concepts, the garments involved, and a transcribed interview about their work. **Project overview** describes the exhibition brief of delving into the workings of the creative process, and makes interesting reading for any designer. The designers' work is graphically shown in **Exhibition views**. M. Timperley

USER LEVEL:	Stage 6 Professional
KLA:	CA; TAS
SYLLABUS:	Textiles & Design Stage 6; Textiles Design 7–10; Visual Arts 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS:	Clothing industry – Australia; Fashion design
PUBLISHER:	PowerHouse Museum, Australia
REVIEW DATE:	07/09/05 [746.9] SCIS 1229615

The Vincent van Gogh Gallery

http://www.vangoghgallery.com/

A comprehensive web site on Vincent van Gogh, this beautifully designed site will captivate Visual Arts students. Organised into

Works of Vincent Van Gogh and **Historical information**, the site is an adulation of the artist. Works includes graphics of paintings and some analysis, plus The **complete letters** of the artist. Historical information is a combination of biographical data and an opinion on van Gogh's **Impact on art**. Excellent artwork information, combined with the letters, makes the site appropriate for a study of the artistic practice and conceptual framework aspects of the *Visual Arts Years 7–10 syllabus*. Specific teaching and learning research tasks could easily be based around this rewarding site. N. French

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS:	Gogh, Vincent van; Painters, Dutch; Paintings, Dutch
PUBLISHER:	D. Brooks, Canada
REVIEW DATE:	07/09/05 [759.9492] SCIS 1145337

Strike one

http://strikeone.com.au/

Photography students can fruitfully peruse the landscapes of Australian artist Michael Fewings on this site. Fewings has a keen interest in storms and severe weather, and lightning shots feature in this strong collection of vivid images. There is a short amount of text explaining his artistic practice. To get good photographs of lightning, the photographer needs to be in the danger zone, hence the appropriateness of the section **How to avoid being struck by lightning**. The site's material is suitable for the Units: *What's the weather?* and *Switched on* in Science and Technology K–6. Students will enjoy viewing these spectacular images and the site is a good starting point for a unit on the drama inherent in Australian landscape photography. N. French

USER LEVEL:	Stage 3 Stage 4
KLA:	CA; SciTech
SYLLABUS:	Visual Arts 7–10; Photographic & Digital Media 7–10; Science & Technology K–6
SCIS SUBJECTS:	Lightning – Pictorial works; Nature photography – Biography; Photographers – Biography; Photography, Artistic – Biography
PUBLISHER:	M. Fewings, Australia
REVIEW DATE:	07/09/05 [778.9] SCIS 1232098

V&A: Bill Brandt: photography

http://www.vam.ac.uk/collections/photography/brandt/

The life, times, and artistic practice of English artist Bill Brandt is nicely presented on this informative site. The site uses simple language with many interesting facts and quotations, and relevant photographs and artworks. **Working methods** gives an indepth look at Brandt's artistic practice, describing his working methods, such as photographic montages, and the types of cameras he used. **Highlights** provides a visual overview of Brandt's photographic practice, showing his varied subject matter. **Related photographers and painters** details Brandt's influences and includes web links for influential artists like Man Ray. The site meets Creative Arts outcomes in historical and critical analysis, and it would be useful for a thorough study of a photographer. N. French

USER LEVEL:	Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6

resources

SCIS SUBJECTS: Brandt, Bill; Photographers – Biography;
Photographs; Photography, Artistic –
Biography; Photography, Documentary –
Biography
PUBLISHER: Victoria and Albert Museum, UK
REVIEW DATE: 07/09/05 [779.092]   SCIS 1232099

Film genres
http://filmsite.org/

The professionally constructed **Film genres** section of this site is a fine resource for teaching film. It provides data, detailed descriptions, plot summaries, reviews, commentaries, and photographs, for many films from the silent era to 2004. Films are grouped into *The main film genres* such as **Crime/gangster**, **Westerns**, and **Comedy**, then sub types, such as slapstick and black comedy. These are defined with examples, and discussed and analysed to suit a senior study. The site looks beyond traditional genres to examine sub types such as animation, documentaries, children's films, and film noir, as separate categories. This is an excellent resource for all English teachers and English Stage 6: *Extension 2* students dealing with film or a genre study for their *Major work*. Films that are extensively described and analysed with particular import to English syllabuses are: *To kill a mockingbird, Citizen Kane, A streetcar named desire,* and *Blade runner.* C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6: *Advanced; Extension 2*
SCIS SUBJECTS: Films – History and criticism
PUBLISHER: Filmsite.org, USA
REVIEW DATE: 07/09/05 [791.43]   SCIS 1229801

From wireless to web: a selective history of broadcast media in Australia
http://www.fromwirelesstoweb.com.au

Developed by Film Australia, this multimedia web site accurately and methodically documents the history of electronic broadcast media in Australia. There are three main sections: **Wireless to web**, which is a chronology of radio and television up to the advent of infotainment and interactive television; **The fifth estate**, which showcases the development of computers as a new medium and finishes with the topic of media convergence; and **Changing images**, which investigates the social, economic, and regulatory considerations from the earliest days of Australian broadcasting to the present. **Teachers notes** and student activities offer various options which will suit a range of student abilities and teacher schedules, as well as offering accurate references to relevant site material. Excellent images, many from archives, as well as recorded interviews from industry players and observers, enhance this easily navigated site's educational value. P. Conroy

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; TAS
SYLLABUS: Design & Technology 7–10; History 7–10
SCIS SUBJECTS: Television broadcasting – History; Television industry – Australia
PUBLISHER: Film Australia
REVIEW DATE: 07/09/05 [791.45]   SCIS 1213108
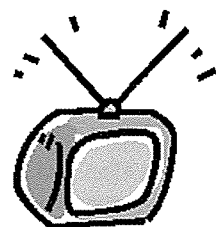
Funschool.com
http://games.funschool.com/

Essentially a games site, many of the games presented here are educational. The top menu bar has selection options from **Preschool** to **5th & 6th**, while another menu offers the same grade selection and highlights specific games. Of particular relevance for the Science and Technology Strands: *Earth and its surroundings* and *Built environments* are games to do with seasons, animal habitats and recycling. **Alphabet & rhyme**, and **Type me** games are suitable for English. Mapping activities have relevance for HSIE; shapes and counting activities are suitable for Mathematics; and colouring and cartoon building games have relevance for Visual Arts. Unfortunately, advertisements intrude and some games do take a while to load. Younger students have many opportunities to improve their sorting, matching and click and drag skills and, overall, the games mentioned would add an enjoyable, relevant component to selected curriculum units. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: CA; HSIE; Mathematics; SciTech
SYLLABUS: Creative Arts K–6; HSIE K–6; Mathematics K–6; Science & Technology K–6
SCIS SUBJECTS: Board games; Classroom activities; Computer-assisted instruction; Educational games; Puzzles
PUBLISHER: Funschool.com Corporation, USA
REVIEW DATE: 07/09/05 [793.7]   SCIS 1040943

Orisinal
http://www.orisinal.com

The games at *Orisinal* are simple but charming. Beautiful animations, soft pastel colours and soothing background music make it an attractive site for users. There are more than 50 games, with new material added from time to time. Many of the games are easy enough to be played by Early Stage 1 and Stage 1 students and some themes can be linked with HSIE and Science topics. Simple written instructions provide practical and engaging texts to support reading outcomes in the *English K–6 syllabus*. This site would also be an excellent resource for motivating Stage 2 and Stage 3 students to write reviews or procedures. Reviews can be shared with younger students, fostering links across Stages. S. McLoughlin

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: English; HSIE; SciTech
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Computer games
PUBLISHER: Ferry Halim, USA
REVIEW DATE: 07/09/05 [794.8]   SCIS 1233458

Frontside forces and fakie flight: the principles of skateboarding tricks
http://www.exploratorium.edu/skateboarding/trick.html

Students of the *Physics Stage 6 syllabus* Core: *Moving about* are likely to enjoy this analysis of how skateboarders use the laws of physics. The tricks explained are: **Jumping: the ollie; Mid-air manoeuvers; Halfpipes;** and **Pumping for speed.** The site gives explanations of the forces involved in various manoeuvres and it demonstrates the usefulness of vector diagrams. These are superimposed on clear photographs of skateboarders in action. The site encourages students to try some skateboard tricks in described experiments, and so experience the forces for themselves. Those who do not use skateboards will still gain much meaningful understanding from these descriptions, especially in lieu of more remote analogies which are often used to illustrate physics concepts. R. Dircks

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Physics Stage 6
SCIS SUBJECTS: Physics; Skateboarding
PUBLISHER: Exploratorium, USA
REVIEW DATE: 07/09/05 [796.22]   SCIS 1217877

World of Peter Rabbit
http://www.peterrabbit.com/

Beatrix Potter's life, stories, and art are lovingly depicted on this interesting and detailed site. Within **Fun**, then **Storytime**, the resource has five original tales. Each story is printed in short sections on the screen, illustrated with large and evocative watercolours, and beautifully read aloud. The site includes comprehensive biographical information on Potter, student activities, craft projects, and video clips. In **Events and press office**, teachers can read how to create a Peter Rabbit garden with their class. The site may also be viewed in German, French, and Japanese, with different layouts and material for each language, making the site an excellent resource for young Languages students. Older English students who are researching Potter and her stories will find the site to be a valuable source of material. T. Baysari

USER LEVEL: Stage 1 Stage 2 Stage 4
KLA: English; Languages
SYLLABUS: English K–6; English 7–10; French K–10; German K–10; Japanese K–10
SCIS SUBJECTS: Animal stories; Authors, English; Educational games; Illustrators, English; Potter, Beatrix
PUBLISHER: Warne, UK
REVIEW DATE: 07/09/05 [823]   SCIS 1118920

Walden on villains
http://www.bbc.co.uk/education/walden/

Built around the work of British journalist and former politician Brian Walden, this site features the text of a program by Walden on five villains: **Hitler, Nero, Machiavelli, Saddam Hussein,** and **Stalin.** The transcript of an online chat, **Talk to Walden,** is an interesting discussion about the nature of villainy, where Walden puts a range of villains into cultural, social, and political context. The site provides a short, dense, and well written biography of each subject in **About the man**; a time line and bibliography in **Find out more**; and a **Transcript** of the program. History students will appreciate this thoughtful site as an interesting tool for discussion and analysis. It addresses the outcomes of *National studies* in Modern History, particularly *Russia and the Soviet Union 1917–1941* and *Germany 1918–1939*, and the study of Rome in *Ancient Societies* in the Ancient History syllabus. E. Searle

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; Modern History Stage 6
SCIS SUBJECTS: History, Ancient – Biography; History, Modern – 20th century – Biography; Hitler, Adolf; Hussein, Saddam; Machiavelli, Niccolo; Middle Ages – Biography; Nero – Emperor of Rome; Stalin, Joseph; Villains – Biography

PUBLISHER: BBC, UK
REVIEW DATE: 07/09/05 [909]   SCIS 1222750

Frog and toad: travel around Australia
http://www.frogandtoad.com.au/home/animals.html

A travel information site, this resource includes brief information on Australian animals, history, and culture, plus essential tourism notes on accommodation, eating out, attractions, and maps. Navigation is via states and territories, with information varying in complexity and linguistic quality. Generally, information is similar in length and a little more useful than that found in tourist brochures. Whilst a little unwieldy, the site supports the study of Australia in the *HSIE K–6 syllabus*, but because of its commercial purpose, advertising, and links, its use would need to be very structured in a primary classroom situation. At the time of review, the site has an excellent illustrated section on humpback whales. The site offers strong support to students developing tourism industry knowledge within the Tourism syllabus. G. Cale
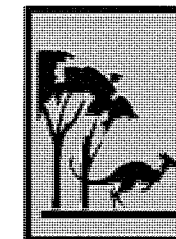
USER LEVEL: Stage 3 Stage 6 Professional
KLA: HSIE; VET
SYLLABUS: HSIE K–6; Tourism Curriculum Framework Stage 6
SCIS SUBJECTS: Australia; Travel
PUBLISHER: Frog and Toad, Australia
REVIEW DATE: 07/09/05 [919.4]   SCIS 1227959

Australian biography: extraordinary Australians talk about their lives
http://www.australianbiography.gov.au/

Attractive and easy to navigate, this excellent resource provides support from the Film Australia series on some notable Australians. **About this site** features an eight minute introductory video and links to the **Australian biography TV series**. The 35 men and women featured on the site include artists, activists, business entrepreneurs, politicians, and scientists. The range and choices are unusual: sport has minimal representation and Business students can view the reclusive Victor Smorgon being interviewed. Each subject has a page which includes an **Introduction**, with video clips of interview questions and answers, a transcribed **Full interview**, a **Brief biography**, and **Study guide**. The resources are accessible at a range of levels, and each video can be purchased. E. Searle

USER LEVEL: Stage 4 Stage 5 Community
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7–10; Commerce 7–10; English 7–10; History 7–10
SCIS SUBJECTS: Australia: Biography
PUBLISHER: Film Australia
REVIEW DATE: 07/09/05 [920.094]   SCIS 1208088

AUSFLAG: our own flag
http://www.ausflag.com.au/home.html

Securing support for the adoption of a new Australian flag is this organisation's aim, but its web site has a broader appeal. Well organised and easily navigated with hyperlinked pictures and text, the site's sections of **Flags since 1788, New flag designs** and **Flag debate** are most relevant to schools, particularly for the study of

Identity and values in the *HSIE K–6 syllabus*. Well designed and vibrant graphics, and a clearly written history of flags in Australia, are strong features. The closely written nature of some information pages may restrict their use by some students, and parts of the site exhibit a strong bias in tone. The latter is a fine example for English students investigating bias. W. Smith

USER LEVEL:	Stage 3
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
SCIS SUBJECTS:	Flags – Australia; Insignia
PUBLISHER:	AUSFLAG
REVIEW DATE:	07/09/05 [929.9] SCIS 1018448

Ancient observatories: Chaco Canyon, Chichen Itza

http://www.exploratorium.edu/ancientobs/

Students can explore these two solar observatories from scientific and historical viewpoints on this site. Each location has archaeological and scientific photographs, plus information on solar movements through the seasons. Information is in a variety of formats, with an emphasis on visual learning through diagrams, dramatic photographs, and video clips. A comprehensive **Teacher's guide**, in **Resources**, contains activities and questions for Science and Technology K–6, such as working with the built environment and **Knowing north** relates concepts of time to the position of the sun. The site could also be useful for students researching the history of science in Science 7–10. In History 7–10, the site is appropriate for the Topic: *Societies and civilisations of the past* and the heritage component of the Topic: *Investigating history*. B. Hull

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE; Science; SciTech
SYLLABUS:	History 7–10; Science 7–10; Science & Technology K–6
PUBLISHER:	Exploratorium, USA
REVIEW DATE:	07/09/05 [930.1] SCIS 1229976

American cultural history: the twentieth century

http://kclibrary.nhmccd.edu/decades.html

Each decade of the twentieth century is presented here in useful and accessible detail. The decade is summarised and a large number of links in those summaries make the material very suitable for the research of Modern History Options and American related studies for the *Major work* in English Stage 6: *Extension 2*. Students in KLAs which deal with the arts will find intriguing information here on a wide range of cultural topics. Illustrated with family photographs of the web page authors, material is presented in decades, and sections within decades look at what was happening in **Art & architecture**, **Books & literature**, **Music**, **Fashion & fads**, **People & personalities**, **Education**, and **Theater**, **film & radio**. The site provides a limited bibliography on each topic. E. Searle

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English; HSIE
SYLLABUS:	English 7–10; English Stage 6: *Extension 2*; Modern History Stage 6; Visual Arts 7–10

SCIS SUBJECTS:	Arts, American; United States – History – 20th century; United States – Social life and customs – 20th century
PUBLISHER:	Kingwood College Library, USA
REVIEW DATE:	07/09/05 [973.9] SCIS 1222932

NewMatilda.com: a different tune

http://www.newmatilda.com/home/default.asp

With the aim of promoting active democracy, this site is a discussion forum which comments on political and social issues concerning Australia and the world. Articles, essays, and subscriber feedback, provide topical analysis and debate on policy making, politics, **Health**, **Education**, the **Environment**, and **Media**, **arts** and **culture**. Much of the site is accessible to non-subscribers, including an extensive cross-curriculum archive of issues. Subscribers get the latest issue of this weekly online magazine. The site's material, especially its socio-political themes and language, make it most appropriate for Stage 6 and as a reference for teachers. A. Fisher

USER LEVEL:	Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	Economics Stage 6; English Stage 6; Geography Stage 6; Legal Studies Stage 6
SCIS SUBJECTS:	Australia – Economic conditions – 21st century – Public opinion; Australia – Politics and government – 21st century – Public opinion; Australia – Social conditions – 21st century – Public opinion; Democracy; Public opinion; Weblogs
PUBLISHER:	New Matilda, Australia
REVIEW DATE:	07/09/05 [994] SCIS 1224454

Early Australia

http://www.shorncliss.qld.edu.au/early_australia/

Produced by students and staff at a Queensland school, this site looks at Australian history through the eyes of Stage 2 students. Topics cover **Housing**, **Aboriginal life**, **Early life**, **Justice**, **Early explorers**, and **Convict life**, with two early Australian **Maps**. Site content and layout are good models for students working with *Macromedia* software, and the resource supports the presentation aspect of *Information skills in the school*. Interactive multiple choice quizzes, based on site material, are a useful tool for HSIE K–6 teachers, and printable maps are available. **Share your thoughts**, a notice board for parents and teachers, is worth a look for such practicalities as the **Playdough recipe**. A small number of excellent links has been established to other sites, at the most relevant point in the text. G. Cale

USER LEVEL:	Stage 2 Professional
KLA:	HSIE
SYLLABUS:	HSIE K–6
SCIS SUBJECTS:	Australia – History – 1788-1851
PUBLISHER:	Shorncliffe State School, Australia
REVIEW DATE:	07/09/05 [994.02] SCIS 1227964

Professional resources

Resources are in Dewey order.

BOYKO, D. & DAVEY, S. & MacDONALD, J.

The teacher librarian program on CD-ROM

[electronic resource]

SLAV, 2004
ISBN 0909978271 [025.5]

ABSTRACT
The third edition of this resource focuses on skills which are specifically related to libraries, covering all levels of primary schooling. It is a library skills program that includes literature and information skills, and it provides templates and worksheets to explain these skills. A **User guide** explains the resource's sections of **Literacy skills**, **Information literacy**, **Planning**, **Assessment**, and **Reporting**. The **CD-ROM** aims to enhance cooperative planning and teaching between teacher-librarians and classroom teachers. The resource uses information skills based on national profiles designed to complement the Victorian education system. These could be adapted for other curriculum needs. The resource also deals with general areas of education, such as the debate over the academic achievements of boys, and plagiarism.

USER LEVEL:	Professional
	$80.00 SCIS 1202509

Anxiety Disorders Alliance

http://www.ada.mentalhealth.asn.au

Although many children have fears which they grow out of, for one child in 10, anxiety is serious and pervasive. Without treatment, it can affect their schoolwork and social interactions. Adults with anxiety disorders usually had problems with anxiety in primary school. ADA has designed this site to provide information and help. **Small steps** is an early intervention initiative which offers free seminars for primary school teachers and practical strategies for parents through support groups. Parent support groups are located in most metropolitan and regional areas, and additional help can be found through the online support group forum. Every teacher has anxious students in their class. This site will assist teachers to decide whether to refer them to the school counsellor. Counsellors will find the site invaluable. A. Soutter

USER LEVEL:	Community Professional
SCIS SUBJECTS:	Fear; Mental illness; Neuroses; Worry
PUBLISHER:	Anxiety Disorders Alliance, Australia
REVIEW DATE:	8/09/05 [362.2] SCIS 1222867

NERF: Bulletin

http://www.nerf-uk.org/bulletin/

Practical bulletins for teaching and learning are regularly published on the *National Education Research Forum* web site. Throughout the site, the emphasis is on turning research into practice. The latest bulletin has articles on vocational education, the use of libraries, interactive mathematics lessons, values education, and the teaching of thinking skills. Past bulletins have information on a wide range of material, such as managing behaviour, healthy living, and assess-

ment. The information on behaviour management is typical of the articles' layout and content: it begins by asking what we know about behaviour management strategies, it shows how we know this and then illustrates the point with a case study. Every teacher can get ideas from this site. A. Soutter

USER LEVEL:	Professional
SCIS SUBJECTS:	Education – Research – Periodicals; Teaching – Periodicals
PUBLISHER:	NERF, UK
REVIEW DATE:	8/09/05 [370] SCIS 1228198

Learning styles: how they matter

http://www.nzpf.ac.nz/resources/magazine/2001/aug/learning_styles_matter.htm

ABSTRACT
An article by New Zealander Alan Cooper, an ex principal, this text defines pedagogy in terms of learning styles, and explains how teachers can develop a pedagogy which caters for a wide range of learners. Cooper uses two students to exemplify different learning styles and he discusses the implications for their teachers. Reference is made to numerous research publications, especially Gardner's multiple intelligences and Bloom's taxonomy. Cooper describes the actions of the brain in a learning environment, in a collegial tone and anecdotal style. Layout is linear, and paragraphs are short and generously spaced. The different styles of learning are introduced through personal stories, which are then examined using the models provided by Bloom and Gardner.

USER LEVEL:	Professional
SCIS SUBJECTS:	Learning, Psychology of; Multiple intelligences; Teaching methods
PUBLISHER:	New Zealand Principals' Federation, NZ
REVIEW DATE:	8/09/05 [370.15] SCIS 1218538

Quality thinking and learning at Kurwongbah

http://kurwongbss.eq.edu.au/thinking/thinking.htm

Focusing on the latest research in pedagogy and thinking skills, this site presents a variety of information rich tools to facilitate best practice in teaching and learning. The multiplicity of useful resources includes approaches to thinking skills, outstanding slideshows, and copies of professional learning presentations. Rich with practical examples for teachers, the slides could be used as class posters, and there are activities for such teaching units as space, travel, toys, wheels, and wings. Theme based contract activities are designed to be exciting and challenging, and they involve the explicit teaching of thinking skills in a primary and secondary school context. Gardner, de Bono, and Bloom feature, as well as **Tony Ryan's thinker's keys**, which provide stimulus for gifted and talented students. D. Johnston

USER LEVEL:	Professional
SCIS SUBJECTS:	Teaching – Aids and devices; Thought and thinking – Study and teaching
PUBLISHER:	Kurwongbah State School, Australia
REVIEW DATE:	8/09/05 [370.15] SCIS 1232989

Managing challenging behaviour

http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3846

Possibly everything teachers would wish to know about managing difficult behaviour is in this research based pdf booklet. Although the information is based on studies of students

with emotional and behavioural disorders, this excellent resource gives universal strategies. The important factors for teachers are shown to be the formation of positive relationships with students, having a sense of humour, and preparing interesting lessons and clear classroom routines. The booklet points out the importance of promoting positive behaviour rather than reacting to poor behaviour. Students' views are included. Many teachers will be surprised to learn how much students value rewards such as computer time, and how keen they are to improve their literacy. A. Soutter

USER LEVEL:	Professional
SCIS SUBJECTS:	Behaviour modification; School discipline
PUBLISHER:	Ofsted, UK
REVIEW DATE:	8/09/05 [371.102] SCIS 1228221

CORBEL, Chris & GRUBA, Paul

Teaching computer literacy

National Centre for English Language Teaching and Research, 2004
(Teaching with new technology)
ISBN 1864087552   [371.33]

Largely theoretical and ambling, this resource focuses on the use of computer literacy strategies in English language and Languages classrooms. Mainly relevant to ESL teachers who are new to computer based technologies, the book assumes little or no knowledge. It offers a broad approach to managing classroom computers that are central to lessons, including explanations of literacy, pre-testing, and overcoming negative student attitudes. The resource discusses general educational philosophies associated with computer dominated lessons. Many of the practical tips will already be used by teachers, however there is some useful general information on incorporating hardware skills development, computer vocabularies, navigating common application software, and the unique teacher-student dynamic in a computing technology classroom. P. Conroy

USER LEVEL:	Professional
KLA:	English; Languages
	Paper $16.50 SCIS 1210712

Doug Johnson: writing, speaking and consulting on school technology and library issues

http://www.doug-johnson.com/pres.html

Johnson's recent visit to Australia generated increased interest in his writing and teachings. For those who missed his presentations, the site's material is an ideal way to gain insight into his ideas. In pdf format, handouts on his presentations are available here on staff development, and teaching and learning in information technology. Papers include The indispensable librarian, and topics within the *School library media improvement program*. Johnson's enthusiasm and passion shine through his prose, and his humorous and self-mocking style make potentially dry topics come alive with the challenges and rewards offered to us and our students. Read the papers, print and distribute to your principal and staff. You will be inspired! W. Smith

USER LEVEL:	Professional
SCIS SUBJECTS:	Educational technology; Computers in education; Information skills; School libraries
PUBLISHER:	D. Johnson, USA
REVIEW DATE:	8/09/05 [371.33] SCIS 1066286

Marcom Digital educational videos on demand, teacher resource, AV library and educational supplier

http://www.marcomdigital.com.au

Marcom is a provider of AV material applicable to all school syllabuses. This web site is a comprehensive multimedia reference tool which provides, by subscription, access to a growing image library of over 4 000 videos, 40 000 video clips, and 20 000 images. The resource supports a project and inquiry based learning model with comprehensive teacher's guides, student activities, and classroom integration ideas. A user friendly interface and an extensive help menu will help teachers and students search the site's extensive database to find appropriate digital resources. Content can be streamed, added to playlists or downloaded, either via the Internet or through locally hosted video servers. Teachers can edit videos and incorporate clips into multimedia classroom presentations, inspiring student creativity and increasing participation. Teachers should investigate the overview in Services and pricing to gain an understanding of how this resource works. M. Kirk

System requirements
The program utilises the Internet via united streaming. No additional hardware, software or installation is required.

USER LEVEL:	Professional
SCIS SUBJECTS:	Video recordings in education
PUBLISHER:	Marcom Digital, Australia
REVIEW DATE:	8/09/05 [371.33] SCIS 1232002

Multiple intelligences and Bloom's taxonomy grids

http://www.cap.nsw.edu.au/teachers/tech_based_resources/MI_pages/INDEX.HTM

Grids for planning units of work from Stage 1 to Stage 5 are provided on this site. The lessons outlined on the grids are useful across KLAs, but they are predominantly useful for the syllabuses listed below. They use Gardner's multiple intelligences and Bloom's taxonomy to provide a framework for programming. The grids have been completed by teachers on common NSW schools' topics such as Macbeth for Stage 5 and Celebrations for Stage 1. The completed grids are presented in Stage groupings and provide some useful ideas for teachers who are using this framework. Aside from some numeracy activities, numeracy and literacy are not explicitly addressed. The unit of work on the site, Raps, rhymes & twisters, references outcomes and the elements of *Quality Teaching*. K. Rushton

USER LEVEL:	Professional
KLA:	English; HSIE
SYLLABUS:	English K–6; English 7–10; Geography 7–10; HSIE K–6
SCIS SUBJECTS:	Multiple intelligences; New South Wales – Country Areas Program; Teaching – Aids and devices
PUBLISHER:	NSW Country Areas Program, Australia
REVIEW DATE:	8/09/05 [371.33] SCIS 1218543

Teaching English

http://www.teachingenglish.org.uk

Providing an extensive range of materials for ESL teachers, including a weekly newsletter, this site includes Articles, Activities, Lesson plans, multiple choice Quizzes, and tips for teaching. Beginning English language teachers may find the site's online book *Language*

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assistant manual to be useful. International Training information includes some online ideas, especially within the section Exploiting the teaching English website. Site materials encompass all aspects of learning English, from note taking to reading newspapers and learning the phonemic alphabet. The focus is on ESL learners, and the activities are appropriate for teachers wanting to develop language skills in upper primary students through to adults. Materials reflect a strong theoretical basis with ready to use activities and information on all aspects of ESL teaching. K. Rushton

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6: ESL
SCIS SUBJECTS:	English as a second language – Study and teaching; English language – Study and teaching
PUBLISHER:	BBC World Service, UK
REVIEW DATE:	8/09/05 [428.2] SCIS 1230885

GOULD, Philip & CLUTTERBUCK, Michael

Focusing on IELTS: academic practice tests

National Centre for English Language Teaching and Research, 2004
ISBN 1864088885   [428.2076]

This resource is designed to prepare students for the International English Language Testing System (IELTS) of tests in reading, writing, listening and speaking. The practice tests complement the two other books in the series which focus on reading and writing skills, and speaking and listening skills. The tests are designed to follow exactly the same format as those the students will encounter and should be practised under test conditions to give the maximum benefit. This resource includes audio CDs for the four speaking and listening tests. While this is a resource to prepare students who have newly arrived in Australia for university level English, there is useful material here for ESL teachers who are looking for high level listening tasks and sample spoken and written responses to analyse with senior students. L. Chase

USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	English Stage 6
	Paper $24.95 SCIS 1212322

Other reviewed title:
Focusing on IELTS: listening and speaking practice tests: international accents [sound recording]   SCIS 1212328

BRENNER, Larissa

Science essentials: integrating science and literacy. Middle primary

Curriculum Corp., 2005
ISBN 186366744X   [507]

ABSTRACT
A Stage 2 resource, this text book uses four of the national science profile strands as the organising framework. The contents are categorised into four groups: Natural and processed materials, The physical world, Earth and beyond, and Life and living. Each of the 24 topics comprises a teacher resource and three reproducible student sheets. The teacher's page describes student outcomes, cross-curricular links, required materials, a time frame, a suggested sequence of activities, and ideas for extension and assessment. Student sheets contain information and worksheets. Students read the material using the guided reading approach and then apply that knowledge.

USER LEVEL:	Professional
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	$38.95 SCIS 1188976

LIDDY, Sophia

An eating disorders resource for schools: a manual to promote early intervention and prevention of eating disorders in schools

Victorian Centre of Excellence in Eating Disorders, 2004
ISBN none   [616.85]

Teachers are in a good position to spot the changes in a young person which may signal the onset of an eating disorder. This resource provides a range of information and practical strategies to assist staff in supporting students who may have this problem. It begins with myths and goes on to describe types of eating disorders with clear information on causes and warning signs. Eating disorders are often kept secret so schools do best when they implement universal preventative programs. The section on ways of maintaining a healthy school environment will aid such a program. This booklet can be downloaded from www.ceed.org.au, where there are guidelines for talking about eating disorders in the classroom. A. Soutter

USER LEVEL:	Professional
	Paper $20.00 SCIS 1196075

Saving Francesca: ideas for secondary school teachers

http://cms.curriculum.edu.au/mindmatters/resources/pdf/other_resources/savingfrancesca.pdf

More of a counselling resource than an English classroom resource, these pdf pages are designed to develop student awareness of mental illness through the use of the novel, *Saving Francesca*. Three lessons have been constructed to help reduce the stigma of mental illness and to aid students seeking help in this area. Lessons deal with the language pertaining to mental illness, loss and grief responses, and caring for parents with mental illness. Material is fairly ordinary, but there are some interesting ideas for English teachers to think about. The site recommends that teachers have an understanding of mental health and mental issues before working with this material, and the resource is written to support the *Mindmatters* program. A. Soutter

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	Marchetta, Melina – Saving Francesca; Mental health – Study and teaching
PUBLISHER:	Australian Infant, Child, Adolescent and Family Mental Health Association
REVIEW DATE:	8/09/05 [A823] SCIS 1228963

Literacy and Numeracy resources

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources in keeping with initiatives in this area. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy and Numeracy Plan. Please note all syllabus references apply to the most recent or upcoming new syllabuses for implementation in 2004-2005.

LEIBRICH, Julie

The biggest number in the universe

Scholastic, 2004
ISBN 1869436024

Lively, colourful illustrations bring characters to life and convey consternation, as a persistent girl and a wizardly mathematician interact in this picture book. Nesta seeks the biggest number from the grumpy Mr Abacus. Catchy rhymes, alliteration, and number personification will make this text enjoyable to read aloud. Both characters lose numbers through misadventure, and the resolution involves understanding of difference, sympathy and generosity. Mr Abacus proposes that the number one is the biggest number. The reader ponders this concept as Nesta counts the stars with her new friend. This is a rich story for children and teachers. M. Gary

USER LEVEL:	Stage 1 Stage 2
KLA:	Mathematics
SYLLABUS:	Mathematics K–6
	$29.95 SCIS 1200656

MURRAY, Denise E.

Using the Web to support language learning

National Centre for English Language Teaching and Research, Macquarie University, 2004 (Teaching with new technology series)
ISBN 1741381029 [407.1]

Presenting strategies based on a sound theoretical approach to language teaching is the brief of this useful resource on e-learning. The book deals with language development for ESL students, with a focus on the adult classroom. Detailed information will help upper primary and high school teachers understand how to support

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language learning while using technology. Lesson plans, teaching suggestions, and issues to explore are included in chapters which look at researching, listening, and reading online, creating and using web pages, WebQuests, and learning management systems. A bibliography, which provides references for each chapter, and a glossary of computer terms, will be useful for every teacher. K. Rushton

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6: ESL
	Paper $16.50 SCIS 1216226

GILL, Anna

Look at my mouth

Jane Curry, 2005
ISBN 1920727116 [421]

The traditional alphabet book has been updated here with a mirror that can be seen through a hole in every page. Young readers can look at their own mouths when forming the initial sound in the word from the text. For ESL students and students with speech or pronunciation difficulties this book will provide support for making the initial sounds and a few blended sounds, such as *ch, sh* and *th*. Each page has bright colours and an engaging illustration, and most pages have a meaningful statement. Most preschool and kindergarten children would enjoy the novelty of reading the book and looking into the mirror at the same time. K. Rushton

USER LEVEL:	Early Stage 1
KLA:	English
SYLLABUS:	English K–6
	$19.95 SCIS 1211973

WordGenius [electronic resource]

Eurofield Information Solutions, 2005
ISBN none [423]

Incorporating the *Macquarie dictionary*, *Macquarie thesaurus* and *Macquarie spellchecker*, this excellent CD-ROM is easy to use. It allows users to manipulate and move words when writing or reading in *Windows* applications. Users can drag words to either the dictionary or the thesaurus. They can look for the word they want to spell or define in the Headword section. The capacity to view the same word in different contexts is a particularly helpful feature. The Australian pronunciation of each word is accessible via another icon, and there are options to help students spell. This is a very useful resource. L. Chase

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6
	$69.95 SCIS 1209170

Turn-around pedagogies: literacy interventions for at-risk students

/ edited by B. Comber & B. Kamler. Primary English Teaching Association, 2005
ISBN 1875622608 [428.007]

Practical examples and theoretical explanations for meeting the literacy needs of a range of students is the focus of this book. The book stems from a three year study, and aims to provide teacher support by tapping into the knowledge of experienced teachers. Teachers from early primary to high school contributed ideas and lessons, and examples include case studies of students, work

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samples, and valuable reflections about what works and why. Topics covered include the use of technology, engaging boys, animating disenchanted writers and readers, and using the community as a resource. Teachers will find inspiring ideas in this book. K. Rushton

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
	Paper $32.00 SCIS 1211998

Teachers' voices. 8: explicitly supporting reading and writing in the classroom

/ edited by A. Burns & H. de Silva Joyce. National Centre for English Language Teaching and Research, Macquarie University, 2005
ISBN 1741381037 [428.2407]

Using scaffolding as a strategy for explicitly supporting language learning and action research, this text has an overview of the theory and teachers' accounts of their action research. The latter includes the teaching of reading, writing, and speaking skills, and the development of teaching materials. This text would be useful for all ESL teachers and other teachers who are focusing on literacy development or action research, as it links teaching strategies to current theory with clear reflection points. This will assist teachers to recognise those links. An accompanying DVD has excerpts from teachers' adult classrooms that illustrate points made in the book. K. Rushton

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
	Paper $27.50 SCIS 1216439

Other reviewed title:
Teachers' voices. 8: supporting reading and writing [videorecording]: SCIS 1216450

Young Einstein mathematics [electronic resource]

Maths Practice, 2005
ISBN none [510.76]

Offering different levels of practice tasks for all aspects of number and some aspects of *Measurement, Space and Geometry, Chance*, and *Data*, this easily navigated resource has clear and colourful screens. Many tasks encourage a procedural approach to calculation. This does not allow for the use of alternate strategies as emphasised in the syllabus and valued in classroom best practice. Teachers should note that the resource's year levels may not match those of the *Mathematics K–6* syllabus. This is most evident in Year 3 (Stage 1) fractions, where students are asked to compare twelfths and ninths. Users will also find that a correct answer is occasionally counted as incorrect. Keeping this in mind, teachers will find aspects of the CD-ROM useful for independent student activity and extension, and, with careful discrimination, it could also supplement classroom teaching. C. Murray

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	Mathematics
SYLLABUS:	Mathematics K–6
	$544.50 SCIS 1221873

Talking about time [series]

Heinemann Library, 2005

Teachers will value this excellent series when introducing and reinforcing Mathematics outcomes in the *Measurement* Substrand:

Time. Each colourful and well laid out double page represents a moment in time: a day, a season, and so on. Large, creatively framed portraits support a single sentence which either describes possible activities or asks a question of the reader. Images represent a multicultural society, and the texts are relevant to Australian communities. Special days are touched upon and some of the books show birthdays, Easter, and family days. Each book allows student interaction, and they encourage students to relate their personal experiences to temporal patterns. F. Moore

USER LEVEL:	Early Stage 1
KLA:	Mathematics
SYLLABUS:	Mathematics K–6
	$22.00 each

Reviewed titles in this series:
Days of the week	SCIS 1214237
Seasons of the year	SCIS 1214244
Times of the day	SCIS 1214246

Picture books

Picture books are arranged alphabetically by author. Some books in this section are nonfiction or have relevance to a particular KLA.

ATWOOD, Margaret & PETRICIC, Dusan

Rude Ramsay and the roaring radishes

Bloomsbury, 2005
ISBN 0747572925

An alliterative rollicking romp featuring the letter 'r', this picture book is a lovely language experience using the winning narrative combination of food and humour. Rude Ramsay lives in a ramshackle residence and longs for something better. Adventures ensue, including Ramsay's rescue from robotic radishes by Rillah, who resides in a romantic rectory, complete with rhododendrons. Illustrations reflect Ramsay's circumstances, and they consequently become bolder and brighter as the story progresses towards its happy ending. Some dictionary work may be in order, and opportunities abound to engage students in creating their own alliterative tales. Stage 2 and Stage 3 students would love to hear a robust reading of this book, and the resource would be an excellent picture book study for Stage 5 English students. A. Beedles

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
	$27.95 SCIS 1218619

All prices in the availability statement include GST.
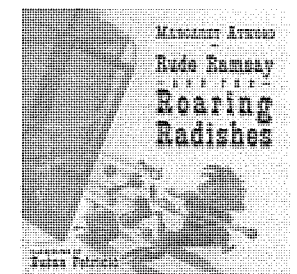
BRIAN, Janeen & HOLFELD, Greg
The super parp-buster!
Working Title, 2005
ISBN 1876288582   [821]

On one level, this humorous rhyming picture book is about two wacky but likeable characters and their inventions. At a deeper level, it is a fine example of lateral thinking, and a reminder about the effects of car pollution on our environment. Holfield's inventive cartoon-like illustrations and Brian's nonsensical nouns will delight and stimulate the imaginations of the young readers. This book is an ideal motivational tool for Science and Technology outcomes DM S1.8 and DM S2.8, involving the development of design ideas, and for work involving transport systems and the environment. An accompanying text offers some interesting cross-curriculum tasks and discussion ideas, including notes on values education. F. Moore
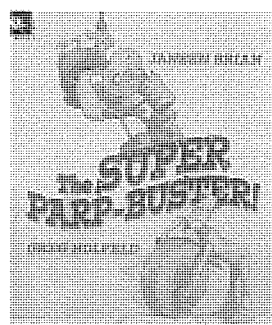
USER LEVEL: Stage 1 Stage 2
KLA: English; SciTech
SYLLABUS: English K–6; Science & Technology K–6
                    Paper $14.95 SCIS 1208219

Other reviewed title:
The super parp-buster!: discussion notes   SCIS 1210046

BROWNE, Anthony
My mum
Doubleday, 2005
ISBN 0385608217

No mum is ever really ordinary and this picture book clearly and cleverly demonstrates and celebrates that message. This child's mum is an extraordinary being. She is soft, beautiful, strong, tough and, above all, nice. She can sing, dance, roar, cook, garden, juggle and paint. She could, of course, be anything at all; like a boss, an astronaut or a film star, but she chooses to be mum, super mum, to the child she loves and who loves her. In his inimitable, perspicacious and witty style, Browne creates memorable images of a very real, warm and comfortably ordinary looking mum. The astute observer will detect some hints of the weariness and quiet resignation that perhaps accompanies mum's parenting role. B. Richardson
USER LEVEL: Early Stage 1 Stage 1
                    $29.95   SCIS 1207476
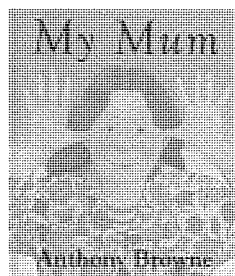
GALLOWAY, Ruth
Clumsy crab
Koala, 2005
ISBN 0864615159

Written in a traditional narrative style with an orientation, complication, and resolution, this colourful picture book would be an enjoyable story for independent readers. It is also a good example for teachers who are modelling narrative construction with Stage 1 and Stage 2 students. The simple story, personifying a crab and other sea creatures, is well illustrated with
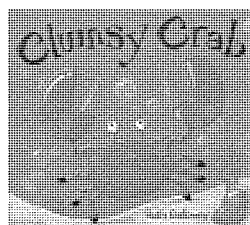
large and bright cartoon style drawings and full colour backgrounds. The use of interesting adjectives and movement verbs will make the resource useful when building word banks in the classroom. The narrative's positive resolution reinforces the value of each individual in society. F. Moore

USER LEVEL: Early Stage 1 Stage1 Stage 2
                    Paper $12.95   SCIS 1208387

GOSS, Mini
When dad was a teenager
Black Dog Books, 2004
ISBN 1876372362

It is difficult to ascertain just who will be the most appreciative audience for this picture book which gives an overview via short text and hectic images of the teenage life and times of a 1980s dad. Will it be the stated target of five to eight year olds, or the nostalgic adults who are more likely to pick up on the intertextual references, particularly the titles of the pop songs from which lines are quoted on every double page spread? This book will be most meaningful if shared and explored with a knowing adult who can decipher and explain the various images and references crammed into very busy, vibrantly coloured and stylised cartoon illustrations. It could be used to support the HSIE K–6 Strand: *Change and continuity*. B. Richardson
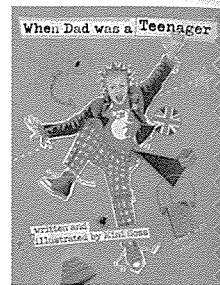
USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K–6
                    Paper $16.95   SCIS 1206947

GRAHAM, Bob
Oscar's half birthday
Walker, 2005
ISBN 1844280292

In this joyous picture book, readers join a family in a picnic celebration of baby Oscar's half birthday. We accompany them as they leave their high-rise apartment and take the long walk out of the city to the top of Belleview Hill. There we join in a party shared with other folks who have also escaped the confines and noise of the city to enjoy the natural bush environment. Throughout, there is much to seek and find in the very detailed, expressively mobile illustrations which, integrated with the homely story, send clear but gentle messages about city life, family, love, caring and sharing and the joy to be found in simple natural pleasures. There is delight in such little things as watching a leaf fall. B. Richardson
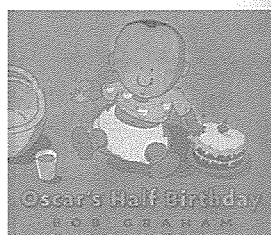
USER LEVEL: Early Stage 1 Stage 1
                    $27.95   SCIS 1215869

GREENBERG, J. & JORDAN, S. & PARKER, R. A.
Action Jackson
Frances Lincoln Children's Books, 2005
ISBN 1845073266   [759.13]

Pollock's creation of *Lavender mist* in 1950 is the focus of this interesting picture book. Using information and quotations from the artist and others, the book describes Pollock's inspiration and

thought processes, through to completion of the artwork, as a narrative. The written text will give students insight into the artistic practice of an artist, while photographs and Parker's wonderful watercolour illustrations capture the artist's expressive nature and movements. Biographical information supports *Appreciating* outcomes in the *Creative Arts K–6 syllabus* and the *Visual Arts Years 7–10 syllabus*. The authors' notes and sources show how information was used to construct the narrative, making this an intriguing resource for English students to critique or use as a model. N. French
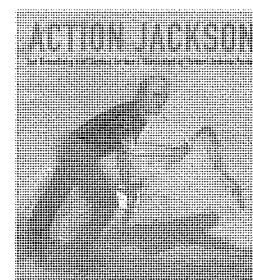
USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Creative Arts K–6; English 7–10; English Stage 6: *Extension 2*; Visual Arts 7–10
                    $27.95   SCIS 1217052

JACK, Lynette & McLEARY, Errol
When Giddy's been acting the goat
Scholastic New Zealand, 2005
ISBN 1869436520

With a wink of an eye and a cheeky grin to match, Giddy the goat takes great pleasure in creating havoc. Giddy's misdemeanours are narrated by her long suffering young owner who plans to turn Giddy's destructive behaviours into helpful tasks such as cleaning out gutters and trimming hedges. McLeary's humorous illustrations provide an Australian setting and add depth to the narration. The easy rhythm of the written text lends itself to being read aloud and Early Stage 1 students will eagerly identify the days of the week as each appears. A young audience will be captivated by the lovable Giddy, recognising her mischievous grin on the final page of this picture book as a sign of more mayhem to follow. C. Keane

USER LEVEL: Early Stage 1 Stage 1
                    Paper $14.95   SCIS 1215847

KRESNER, Ilana M.
Alphabet wings
Lothian Books, 2005
ISBN 0734407602

Traversing the world on these pages, visiting cities from A to Z, readers will learn interesting facts about some major cities. The author invites us to hear, see, taste, touch and smell the cities called upon. This picture book could be used as an introduction to research. Illustrations are bold and bright with an interesting use of collage. End papers show a world map, allowing students to locate each city in a global context. There is a lovely basis here for students to create a vibrant display which incorporates written text, illustrations, art, HSIE, and English elements. A. Beedles
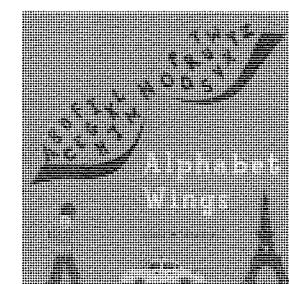
USER LEVEL: Stage 2 Stage 3
KLA: CA; English; HSIE
SYLLABUS: CA K–6; English K–6; HSIE K–6
                    $26.95   SCIS 1203169

LANGLEY, Jonathan
The fairytale cake
Chicken House, 2005
ISBN 1904442692

In this deceptively simple picture book, the text is a cheerful rhyme about preparing, decorating, and delivering a huge birthday cake. Lending itself to frequent re-reading, the book has double page illustrations with a number of layers. Numerous subplots happen in the background and foreground, and young students will enjoy discovering all of the readily identifiable fairytale characters and locales in a visual literacy exercise. End papers feature the words of 28 nursery rhymes, and a parade of villagers holding signs will help students identify over 35 characters from popular stories. This is a useful resource to celebrate the culmination of a thematic unit on fairytales. I. McLean

USER LEVEL: Early Stage 1 Stage 1
                    Paper $16.95   SCIS 1217493

LAWSON, Sue & WHEELER, Rebecca
Jamie's star
Lothian, 2005
ISBN 0734407890

Immensely sad, this highly emotive picture book focuses on young Jamie as he copes with the changes in his dying mother: the effects of cancer on her, their activities together and their family life. Reassuringly, Jamie realises that what has not changed, and never will, is their love for one another and, while there is no happy ending, the reader somehow feels that Jamie's memories will help sustain him. Beautifully written and illustrated, the book could have a powerful impact on students in similar situations, and students who have lost a parent or carer. It should be used with caution, and would suit work with individual students or small groups, so that students' reactions can be monitored. B. Richardson
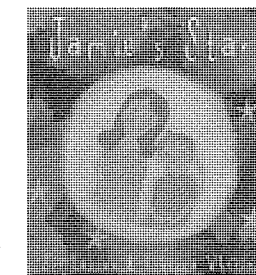
USER LEVEL: Stage 1 Stage 2 Professional
                    $27.95   SCIS 1211971

MADDERN, Eric
Death in a nut
Frances Lincoln, 2005
ISBN 184507081X

Retold from the tradition of Scottish travelling storytellers, this moral fable in modern dress addresses a universal human dilemma, dramatically showing the distress and desperation of a boy facing his mother's imminent death. Consequences emerge after the son captures death in a nutshell, and he gradually comes to accept the necessity of death, reinforcing the text's message. Dynamic watercolour illustrations by Paul Hess contribute to the energy and immediacy of the events, while the layout and design reflect the themes of the story and emotions of the boy. This thought provoking picture book could be used in a study of cycles of life, but teachers need to be aware that some students may be disturbed by the topic. The concept that imminent death may somehow be reversed could raise sensitive issues which need to be addressed. W. Smith

USER LEVEL: Stage 2 Stage 3
                    $27.95   SCIS 1208016

McG, Shane
Evie's mad hair day
Koala Books, 2005
ISBN 0864615213

Diving into Evie's intensely busy world, the reader can easily see why she has mad hair! Moving through the roles of child at play to grown up organiser, Evie epitomises the daily life of the very young. Even the construction of the text, which changes from large bold print to neatly spaced linked script, shows this movement. Large brightly coloured 3D cartoon images make Evie larger than life, and seek to draw the reader into Evie's world to complement the text. The world of make believe, and play for its own sake, is alive and well in this well constructed picture book. G. Cale
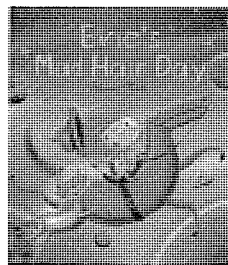
USER LEVEL: Early Stage 1 Stage1
Paper $14.95   SCIS 1217497

MORRISON, Vicki & HILB, Nora
So shy
North-South, 2005
ISBN 073581967X

Full page pastel illustrations in this picture book depict familiar childhood activities and are the conduit for a story of how a child overcomes acute shyness. Jake's shadow becomes his alter ego and an invisible friend. This shadow is a substitute for real friends as Jake is too shy to join the other children playing at the beach or in the park. A chivalrous act of bravery takes Jake by surprise. The result is a happy ending with Jake finding the courage to talk to his first real live friend. Teachers may find that the messages of self-reliance, courage and friendship in this book assist shy students in overcoming some of their anxieties. S. Rasaiah
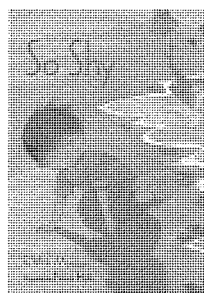
USER LEVEL: Early Stage 1 Stage 1
$24.95   SCIS 1211954

MUTH, Jon J.
Zen shorts
Scholastic, 2005
ISBN 0439339111

The wistful tales in this unique picture book capture the essence of Zen Buddhist literature and ancient Taoism, offering short meditations which will make readers think. Presented in a similar fashion to Aesop's fables, a wise panda relates three stories to his new human friends, allowing them to comment on their understanding of the stories, and perhaps voice students' perceptions. Bold watercolours accompany the continuing narrative, and each Zen narrative is illustrated with black ink sketches. The book has been seven months on the *New York Times* bestseller list, and has much potential for use in schools. It would solidly support a picture book study in English 7–10. I. McLean
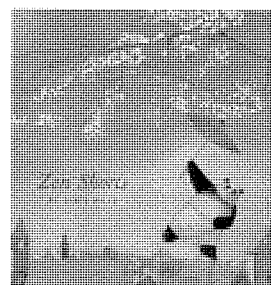
USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
$29.95   SCIS 1217992

PRAP, Lila
Why?
Wilkins Farago, 2005
ISBN 0958557128   [590]

'Zebras are horses wearing pyjamas' is one of the answers to often asked questions about wild animals in this entertaining picture book. There are responses about elephants' trunks, crocodiles' tears and kangaroos' pouches. Attractively supported by framed childlike illustrations on each double page spread, light-hearted responses appear in the border and are supplemented with a fact about each query. Ideal for sharing with a class, students will be laughing at each silly answer, yet remaining eager to be correctly informed. The book would be a terrific stimulus for writing descriptions or information reports, and for teaching students to use labels and captions to provide information beyond the text body. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; SciTech
SYLLABUS: English K–6; Science & Technology K–6
$25.95   SCIS 1206917

REECE, Gordon
The runaway circus
Lothian Books, 2005
ISBN 0734407378

Did the circus performers truly come to Joanna's house? Does it matter? The response to this picture book is likely to be mixed, with readers left wondering whether it was supposed to be a dream or reality. Regardless, there will be many who will enjoy the fun as Joanna finds lions in the loo and trapeze artists on the stair. They will revel in the excitement and mayhem when the circus performers accompany Joanna to school. Unfortunately, as the story progresses, antics become more slapstick, the illustrations become overly busy and crowded, and interest is difficult to sustain. The most successful pages, particularly when sharing, are those where the boldly coloured, cartoon characters seem to leap off clean white backgrounds. B. Richardson

USER LEVEL: Stage 1
$26.95   SCIS 1203171

SHANAHAN, Lisa & QUAY, Emma
Daddy's having a horse
Hodder Children's, 2005
ISBN 0733616631

Older, more knowing readers will shake their heads and sniff contemptuously about the idea of daddies giving birth to horses, but even they may be sympathetic to Lachlan's feelings about the expected addition to his household. The rest of his family might be excited about the prospect of a new baby, but Lachlan does not want a baby, he wants a horse. And he gets one, albeit a wooden one! This picture book reflects the conflicting emotions of very young children coping amidst the excitement and busy preparations of an extended family anticipating a new birth. Charming watercolour illustrations complement and extend the simple narrative, communicating different emotions of family members and exuding the warmth of family love, togetherness and support. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
$27.95   SCIS 1215722

THOMPSON, Colin & LISSIAT, Amy
The short and incredibly happy life of Riley
Lothian, 2005
ISBN 0734408064

Whether read as a simple narrative about the engaging and happy life of a rat, or as a philosophical commentary on the elusive state of human happiness, this terrific picture book is a winner. Riley's wants and needs are simple, and his life is contrasted with a middle aged man who represents humanity. Thompson's entertaining text cleverly sends up the human obsession with unhealthy food, material possessions, being somewhere else, falling in love, and appearance. With some pages reminiscent of an e.e. cummings poem, and Lissiat's intricate and lovely references to well known art works, this book has plenty of substance for a picture book analysis in English 7–10. C. Thomas
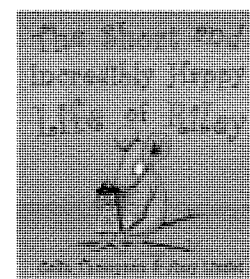
USER LEVEL: Stage 3 Stage 4 Stage 5
$27.95   SCIS 1215697

THOMPSON, Sarah L. & GONSALVES, Rob
Imagine a day
Simon & Schuster, 2005
ISBN 0689852193

Spectacular, large paintings in this picture book combine two unique and normally opposing styles: photo realism and optical illusions. In the style of Escher, yet in full colour, an aqueduct becomes a fleet of ancient sailing ships, children leap from a rowboat into the reflection of a tree's canopy, and mirrored tiles, laid out in a field, become a still and peaceful lake. Thompson's sparsely written text gives the briefest suggestion of how the imagination can be unleashed to create bizarre and tantalising scenes. This companion text to *Imagine a night* encourages frequent visits and discussion, and may inspire a range of visual arts and narrative writing lessons. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
$24.95   SCIS 1217492

WILD, Margaret & YOUNG, Noela
The bilbies of Bliss
ABC Books, 2005
ISBN 073330768X

Looks can be deceiving and all is not as it seems at Bliss, a home for old bilbies. After years of scrimping and saving, Biba is content with her peaceful surroundings, feeling lucky to be living at Bliss. Or is she? Matron rules with an iron fist, enforcing unrealistic rules without demur until the arrival of Nina, a feisty old bilby, who is appalled by the home's injustices. When Nina flouts matron's rules and is threatened with eviction, the other bilbies find the courage to support her stand and reclaim their dignity. Delightful watercolour illustrations evoke images of gentility and dignity, complementing the written text in this thought provoking picture book and stirring our compassion for the neglected elderly. C. Keane
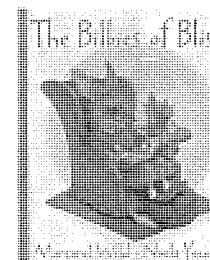
USER LEVEL: Stage 1 Stage 2
$27.95   SCIS 1206921

WINCH, John
Run, hare, run!: the story of a drawing
Little Hare , 2005
ISBN 1877003875

Inspired by Albrecht Dürer's drawing *The hare*, Winch has created a truly winning picture book that has appeal across all ages. Richly coloured, painterly scenes of countryside and Renaissance architecture provide glorious backgrounds. As readers take up the cry of *Run, hare, run!* they join the hare in his wild dash through fields and forest, farmyards, streets and lanes away from a pursuing hunter and hound. The exhausted hare is finally netted, but thankfully there is an unexpected reprieve. It is revealed that the hunter only wants to capture the hare's image so that it will live on forever. A brief postscript provides some historical background and will hopefully act as an incentive for readers to research Dürer and his work. B. Richardson

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
$24.95   SCIS 1215683

WOLFER, Dianne & HARRISON-LEVER, Brian
Photographs in the mud
Fremantle Arts Centre Press, 2005
ISBN 1920731202

In a straightforward narrative, this book describes the experiences of Jack, an Australian, and Hoshi, a Japanese soldier, during World War II. The book is an attractive possibility for a picture book study in English or History; it looks at the issues of war and conflict, and the significance of family and home. Both soldiers realise they are in the same situation, lending poignancy to the story, as their family photographs merge in the mud of the Kokoda Track. The unsophisticated written text is supported by soft watercolour pictures, reminiscent of the dioramas at the Australian War Memorial. Students could use the book to discuss the human cost of war and political realities. H. Cobban
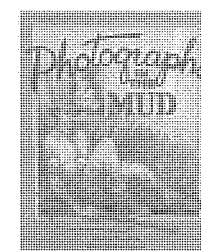
USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; HSIE K–6
$26.95   SCIS 1211474

YAMAMOTO, Lani
Albert
Lincoln, 2005
ISBN 1845071115

Albert is a small boy grappling with a big idea. He wants to stop everything because his parents keep telling him to hurry up. He realises after a night watching the stars that things are meant to change. Simple line drawings with flat colour on a white background have a sixties look to them; they are evocative and say more than the words. The author is creative and playful with language, for example joining words to indicate the breathless speed at which Albert's parents want him to operate. This picture book has a simple text and message, offering potential for discussion about the different perspectives of parents and children and the nature of change. M. Davis

USER LEVEL: Stage 1
$19.95   SCIS 1217494

AIKEN, Joan
The witch of Clatteringshaws
Cape, 2005
ISBN 0224070290

In this conclusion to the *Wolves of Willoughby Chase* saga, the stories of Dido Twite and Simon Battersea are resolved, with many loose ends neatly tied, old mysteries solved and identities revealed. Set in an alternative Britain, with the descendants of King James on the throne and the country locked into the early years of the Industrial Revolution, the novel satisfactorily stands alone. The story gallops along at a frantic pace, with characteristically bizarre characters, remote locations and extraordinary events combining into a short but satisfying experience in a parallel universe. This novel will appeal to readers familiar with the saga, and would be suitable for reading to a class. W. Smith

USER LEVEL: Stage 3 Stage 4
                 $32.95   SCIS 1212229

ALEXANDER, Goldie
Killer virus and other stories [sound recording]
Louis Braille Audio, 2005 (240 min.)
ISBN 0732029619

There are 10 stories in this collection and they may have special appeal for boys. The stories cross genres but they all have a teenage element. Friendship is a recurrent theme. Narrated by Stuart Halusz, winner of the Sanderson young adult narrator award in 2000, this audio version of the stories may be useful to emphasise multiple readings of the text. Each of the stories runs close to three minutes and they have the potential to develop a dynamic and engaging classroom learning environment. The stories complement the English syllabus, but there is no printed material with the CDs and titles are only listed on the first track. K. McCulloch

USER LEVEL: Stage 3 Stage 4
                 $74.75   SCIS 1214449

All stars [series]
Black Dog, 2005

Each book in this series about a netball team focuses on engaging female characters faced with contemporary dilemmas. Conversational language, friendship, sportsmanship, and family dynamics feature in these narratives, with each forthcoming novel to be narrated by a member of the netball team. The characters are well developed, and the stories deal with real people facing issues that many students deal with daily. This interesting series will have particular appeal to netballers, and the books are an enjoyable reading experience on the issues of friendships and family life. A. Frost
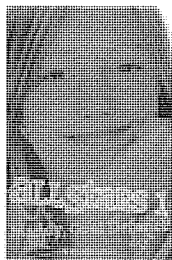
USER LEVEL: Stage 3 Stage 4
                 Paper $14.95 each

Reviewed titles in this series:
Bree, centre   SCIS 1218185
Maddy, goal defence   SCIS 1218183

BALL, Duncan
Emily Eyefinger and the puzzle in the jungle
Angus & Robertson, 2005 (Emily Eyefinger)
ISBN 0207199035

Each chapter in this book holds a mystery to be solved by Emily Eyefinger and her friends. The 'baddies' are often adults, which adds to the appeal for young readers. Emily has been born with an extra eye on the end of her finger, and this is very handy for seeing what others cannot. Characters are given humorous names, such as Mr Stickwaver the orchestra conductor. Emily solves mysteries including the case of the missing musical notes, a television quiz show that just does not add up, and a horse-riding school scam. As each chapter is a discrete story, readers requiring enticement or those experiencing difficulties need not be overwhelmed at having to read an entire book. M. Skinner

USER LEVEL: Stage 2
                 Paper $11.95   SCIS 1203889

BLAKE, Bronwyn
Paddy McCann, time shifter
Lothian, 2005 (Lothian junior fiction)
ISBN 0734407831

Reminiscent of Emily Rodda's *Finders keepers*, this story will have readers hooked from its beginning. In the year 3000, the character of Paddy McCann, his family and his school life have many similarities to life in the early 21st century. Paddy has a flair for causing trouble, particularly during his excursions into the past, as we see when he travels back to a contemporary town in Australia as part of a school project. Using water to wash and transportation with wheels are two of the strange things he encounters within this interesting narrative. The concept of timestorms and time travel will fascinate young readers, especially when Paddy changes past events, and they will appreciate the Australian school setting employed by Blake. A. Beedles

USER LEVEL: Stage 3 Stage 4
                 Paper $14.95   SCIS 1211999

CAISLEY, Raewyn
Tennis star
Lothian, 2005 (Lothian sports fiction)
ISBN 0734407750

Thirteen year old Nathan loves playing tennis. After he wins a tennis final, when the odds are stacked against him, Nathan is recruited for advertising purposes as he bears a strong resemblance to his tennis hero, an international star. Nathan's ego is suddenly enhanced, and this negatively affects his family relationships and his friendships. When he becomes aggressively idiotic on the court, his mother helps Nathan find some balance, and the novel deals fairly well with the theme of losing and regaining friendships. A novel which promotes sporting values, the narrative has a simple plot based around the sport of tennis. The title noted below does the same for the sport of rugby. F. Campbell

USER LEVEL: Stage 3 Stage 4
                 Paper $14.95   SCIS 1216662

Other reviewed title:
In union   SCIS 1216658

CLARK, Sherryl
The littlest pirate and the hammerheads
Penguin Books Australia, 2005 (Puffin) (Aussie nibbles)
ISBN 0143301551

Nicholas Nosh is the youngest member of a pirate family. When his family and their pirate crew are deliberately stricken by food poisoning, Nicholas decides to seek revenge and retrieve the family's treasure stolen by Captain Hammerhead. Narrated in the third person and interspersed with dialogue, this adventurous tale is fast paced, innovative and sure to entertain. Readers will be engaged by the well-structured series of events and amazed by Nicholas's clever plans, which include swimming, garlic, and a sturdy drill, to resolve each complication. With about 40 words on alternate pages, and black and white illustrations with little written text, this book is ideal for newly confident readers and could easily be adapted for a class dramatisation. C. Keane

USER LEVEL: Stage 1
                 Paper $10.95   SCIS 1208835

GEASON, Susan
All fall down
Little Hare, 2005
ISBN 1877003867

Historical novels need to evoke a strong sense of time and place to succeed, and this story of a 14 year old girl in Sydney 1900, does not quite get there. Rich girl Christabel elicits little empathy as she travels in disguise through the dangerous and poverty stricken Rocks area. The streets and pubs, the threat of plague, gang warfare, and gambling dens, are background material rather than forces of energy and drama. A combination of the author not letting her characters discover the drama of the story, and an extreme use of cliché in a self conscious writing style, interfere with the reader's enjoyment. Events and setting could inspire student discussion, but the novel does not fully exploit these to create a satisfying read. C. Thomas

USER LEVEL: Stage 3 Stage 4
                 Paper $14.95   SCIS 1211416

GRAY, Kes
Nelly the monster sitter: grerks, squurms & water greeps
Hodder Children's, 2005
ISBN 0340884320

Nelly, an eccentric and inquisitive young girl, loves monsters. Determined to prove that monsters live in her neighbourhood, Nelly advertises her availability for monster sitting and is inundated with responses. Three monster sitting adventures are narrated in this collection. The first involves rescuing the Grerks' pedigree gog; the second requires Nelly to use imagination and negotiation to entertain an intelligent but easily bored Squurm; while the final story is an entertaining collaboration of water greeps' observations and Nelly's problem solving ability. Readers' phonemic awareness skills will be tested to decode monster related words and this may slow the pace. Sparsely supported by black ink illustrations, these original adventures will appeal to readers, who, like Nelly, crave unusual experiences. C. Keane

USER LEVEL: Stage 2
                 Paper $14.95   SCIS 1216632

GREGORY, Alison
Rodeo Darcy
University of Western Australia Press, 2005 (Cygnet Books)
ISBN 1876268956

Dated and unattractive design and presentation mar this otherwise commendable and enlightening story of change and continuity among Indigenous people in the Kimberley region of Western Australia. Darcy is obsessed with rodeo, having been taught to ride by the old lawman whose death and funeral are the impetus for the story. Deep respect is shown for the Aboriginal people and their culture, preserving the lore and language of the people, while adopting and adapting aspects of western culture. Current social problems of alcohol abuse and violence, while not avoided, are not emphasised. The book has relevance for HSIE syllabus Strands: *Cultures* and *Change and continuity*. W. Smith
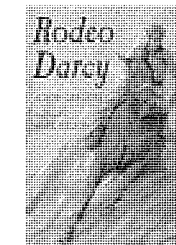
USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
                 $26.95   SCIS 1215874

KELLEHER, Victor & KING, Stephen Micheal
Goblin at the zoo
Random House, 2005 (Aussie nibbles)
ISBN 0759321000

Fans of Gibblewort will enjoy these humorous adventures as the stranded Irish goblin attempts to return to his homeland. Reminiscent of slapstick comedy, Gibblewort's journey takes him to an Australian zoo, where he bounces from one terrifying African creature to another, until he lands in the amorous embraces of Daisy, the lovesick chimpanzee. The large naive type font and short chapters make this an excellent beginning novel for newly independent readers. King's shaded line drawings will enhance the interest for Stage 1 and some Stage 2 readers. This worthy addition to this series sees Gibblewort return to Ireland, but it suggests more Australian adventures will follow. F. Moore

USER LEVEL: Stage 1 Stage 2
                 Paper $11.95   SCIS 1203875

JENNINGS, Paul

A Rascal story [series]

Penguin Books Australia, 2005 (Puffin)

Short, simply told stories for beginning readers, this popular series is illustrated with lively and engaging digitally created images by Bob Lea. Exhibiting Jennings' characteristic humour and concluding twist, the stories use a powerful fantasy to parody the ownership and management of domestic pets. The household of single father and son reflects the reality of some students' lives, and may enable some readers to identify with the characters. Four new titles have been published, and the first four are now available as big books. Classroom use of the big books will make the stories available to groups, and to readers not yet able to read the stories alone. W. Smith
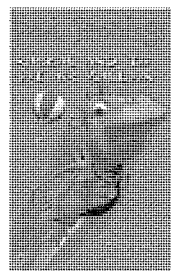
USER LEVEL: Early Stage 1 Stage 1
Paper $9.95 each. Big books $45.00 each

Reviewed titles in this series:
Rascal and little Flora	SCIS 1213362
Rascal and the cheese	SCIS 1208394
Rascal and the hot air balloon	SCIS 1213360
Rascal at the show	SCIS 1213359

Reviewed big book titles in this series:
Rascal in trouble	SCIS 1209887
Rascal takes off	SCIS 1209889
Rascal the dragon	SCIS 1209888
Rascal's trick	SCIS 1209893

PANCKRIDGE, Michael

The anniversary legends [series]

Black Dog, 2005

Easy to read and well structured, these books follow Mitchell Grady, storyteller and participant, through a series of challenges to see who will be the ultimate anniversary legend. The challenges in the contest are physical and mental, and good sportsmanship is rewarded at every turn. Tables of point scores and quiz sheets give the books authenticity, and a chapter by chapter progression through the competition will entertain readers who are familiar with the sport in question. The series is ideal for readers who are interested in sport with plenty of dialogue and a steadily moving plot. K. McCulloch
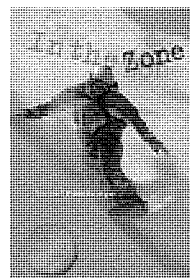
USER LEVEL: Stage 3 Stage 4
Paper $14.95 each

Reviewed titles in this series:
In the zone	SCIS 1218652
Out of bounds	SCIS 1211121

PATTERSON, S. & FELDMAN, J. & BOWLER, R.

NoNo the little seal: the gentle story of a little seal who learns to stay safe, say "no" and tell

St Luke's Innovative Resources, 2004
ISBN 0958018839

An Australian adaptation of a successful sexual abuse prevention program in the USA, this well illustrated story book is accompanied by a CD-ROM with dramatised narration and recorded songs. Dealing directly with important concepts in child protection education, these two texts can provide valuable support for classroom teachers. Effectively targeting younger children, the written story and songs are very suitable for early childhood. The story provides a good starting point to explore the concepts around feelings, inappropriate touching, warning signals, secrets, emotional harm, and seeking help. Although the approach is positive, reassuring and age appropriate, the resource should be used in the context of child protection lessons where parents have been informed about sensitive content in PDHPE programs. W. Alford

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K–6
Paper $39.60   SCIS 1232695

ROY, James

The legend of Big Red

University of Queensland Press, 2005
ISBN 0702235288

A very pleasant read, this camping and canoeing adventure of 12 year old Barney and Liam, and Otto the dog, has more twists and turns than a maze. The boys head off into Bailey's swamp to catch a legendary giant fish. A complication of adults seemingly up to no good adds a nice degree of conflict and drama. Descriptively written, with authentic details and nuances, readers should empathise with the trials of this likeable trio. Issues associated with safety, conservation, and responsibilities, are cleverly woven into the narrative and provide an ideal platform for discussion and debate. Quirky illustrations add a humorous touch to this realistic story. The novel would make a fine class set. A. Forbes
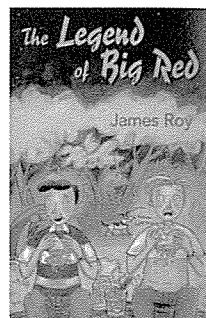
USER LEVEL: Stage 2 Stage 3
$16.95   SCIS 1209925

STARKE, Ruth

NIPS go national [sound recording]

Louis Braille Audio, 2004 (330 min.)
ISBN 0732029112

Lan, captain of the NIPS X1 cricket team, is elated when he receives an official letter inviting the team to participate in the Harmony Cup. Excitement turns to dismay when their best batsman is unable to play, but Sam proves to be an extremely capable replacement. Themes of friendship, gender equity, and sportsmanship are dealt with realistically, and the use of Aussie idioms by McGinty, the coach, causes amusing misunderstandings amongst the multicultural team members, highlighting the subject of cultural diversity. Sight impaired students, audio responsive readers and cricket fans will be captivated by Don Bridges' clear and perceptive narration on this often humorous, and sometimes surprising, version of Starke's well crafted novel. C. Keane
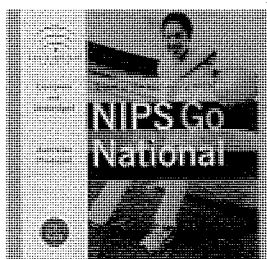
USER LEVEL: Stage 2 Stage 3 Stage 4
$85.75   SCIS 1212521

STINE, R. L.

Mostly ghostly [series]

Random, 2005

In the tradition of *Goosebumps*, although without reliance on facile puns to distil the horror, the plot of these short novels has young Max helping sibling ghosts search for their lost parents. Stine is adept at choosing aspects of traditional horror stories and making them accessible to young readers. Each instalment leads to the next, and includes a sneak preview, although sufficient detail is given for each book to stand alone. Some confusion may ensue when the narrative voices jump to new characters in *One night in Doom House*. Students will appreciate the richer characterisations and not too scary events, and the hardcover bindings appear sturdy enough to last well in the school library. I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4
$12.95   each

Reviewed titles in this series:
Little camp of horrors	SCIS 1215675
One night in Doom House	SCIS 1215679

TOMLINSON, Theresa

Blitz baby

Orchard, 2005
ISBN 1843622653

Christmas Eve will never be the same again for Jamie, after Grandpa Jim comes to stay. In just one night he grows from a self-involved child to a knowing and enlightened young man, through the magic of the *Blitz baby*. Set in England during the Luftwaffe strikes on Britain during WW11, this resource takes the reader into the lives of ordinary people during an extraordinary era in history. An excellent example of oral history told in fiction format, this book would be ideal for independent readers. It highlights the importance of the extended family and the value of cross generational experiences. G. Cale

USER LEVEL: Stage 1   Stage 2
Paper $9.95   SCIS 1211429

WIDE, Steve & MACKINTOSH, Michelle

The lesser of two weevils

Lothian, 2005 (Start-ups)
ISBN 0734407106

Readers are drawn into the fantasy world of a cupboard populated by a range of bugs in this humorous story book. The play on words in the title continues as Wenzel (aka Weevil Knievel) has dreams of escaping the cupboard's darkness. A stunt competition allows the likeable Wenzel to show off to Wendy Weevil. Mackintosh's pencil illustrations of bugs and motorbikes are quirky and amusing. Concepts of inequality and hierarchy will inspire student empathy, and a great feeling of satisfaction is generated by Wenzel's final achievement. Short chapters and simple graphics are appropriate for Stage 1 and Stage 2 students. F. Moore
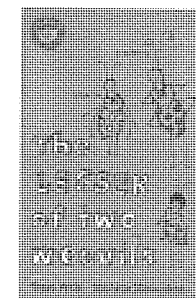
USER LEVEL: Stage 1 Stage 2
Paper $10.95   SCIS 1207610

WILSON, Jacqueline

Clean break

Doubleday, 2005
ISBN 0385608357

When Em's parents separate, the family employs a variety of coping mechanisms to overcome their grief. Even more devastating as it occurs during Christmas celebrations, Dad's departure leaves Em with an emptiness that no amount of chocolate snacks can fill. A reindeer glove puppet allows Em to escape into a fantasy world, entertaining her family and displaying a confidence that slowly builds through her writing and her desire to be grown up. Believable dialogue and Em's narration engage the reader, who cannot avoid wishing for a happy resolution while realising that a quick fix solution would be trite. This well crafted novel treats themes of separation, friendship, body image, and loyalty with honesty and realism. C. Keane
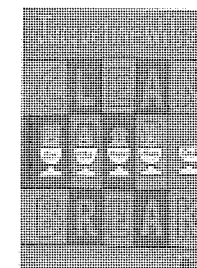
USER LEVEL: Stage 2 Stage 3
$34.95   SCIS 1216623

Fiction for older readers

Resources are arranged alphabetically by author.

Some of these items are also suitable for upper primary students.

BATESON, Catherine

Millie and the night heron

University of Qld. Press, 2005
ISBN 0702235261

After her parents separate, Millie and her mother move to a new town, where Millie's problems include her mother's new boyfriend and her new school peers. Moving has its upside as well though, and Millie learns that change is not always bad. Told in the first person, this is a personal journey of identity and discovery, as Millie finds her way in a new environment with new relationships. She discovers photography through her mother's boyfriend, and this allows her to see things from a different perspective. This is a thoughtful, well written novel, which students will enjoy. F. Campbell

USER LEVEL: Stage 4
Paper $16.95   SCIS 1212382

BAUER, Michael Gerard

The running man [sound recording]

Louis Braille Audio, 2005 (360 min.)
ISBN 0732029743

An excellent production, this sound recording on five CDs provides visually impaired or less able readers access to a powerfully emotional, thought provoking first novel. The story, which

explores the relationship between a 14 year old artistic boy and a reclusive, brooding Vietnam veteran, is often reflective, thus listeners need to attend carefully. They will be well rewarded as they find themselves drawn in emotionally and intellectually, compelled to contemplate ideas of identity, good and evil, the nature of miracles, friendship and perception. The reading is consistently high in quality, evenly paced, with good character delineation. The aural experience showcases the lyrical quality of Bauer's writing, heightening descriptive passages and emotional content. B. Richardson
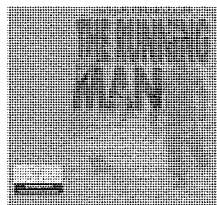
USER LEVEL: Stage 4 Stage 5 Stage 6
$85.75 SCIS 1212507

BURKE, J. C.

Nine letters long

Random, 2005
ISBN 1741660963

Evie's special gift to communicate with the dead was successfully explored in *The red cardigan*. This sequel creates agonising moments as Evie struggles to understand the restless spirit of Caz, a teenage girl who died from an asthma attack. But what is the truth behind Caz's death? Evie and her friends use cryptic clues to solve the mystery. Set in Sydney's inner west, with a cast of realistic teens and their amusing patter about parties and relationships, this thriller also has a dark side which may disturb some readers. Issues of sexual abuse and the occult are central to the plot and, while Evie has a sympathetic father and supportive mentor, some readers may find the grim descriptions of Caz's experiences difficult to deal with. H. Cobban

USER LEVEL: Stage 5 Stage 6
Paper $14.95 SCIS 1215825

BURTON, Rebecca

Leaving Jetty Road [sound recording]

Louis Braille Audio, 2005 (375 min.)
ISBN 073202949X

Read by Rebecca Macauley, these five CDs tell the story of three girls in their final year of high school in South Australia. The narrative is primarily an insight into the personal journey of a young girl suffering from anorexia nervosa. Told in the first person by two of the girls, the narrator has captured the tone of the girls who are the main characters in this story, although she is a little less convincing when portraying male and older female figures. There are some sexual references, but these are delicately and carefully done. F. Campbell
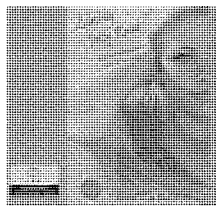
USER LEVEL: Stage 5 Stage 6
$85.75 SCIS 1212510

CARMODY, Isobelle

The cat dreamer

Lothian, 2005 (The Quentaris chronicles)
ISBN 0734407629

The latest drama to beset Quentaris is an evil force which has come from another city through the rift caves. It brings a mind numbing fog

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to sap the Quentarians of energy, while their dreams are taken from them. People begin to die, but, as in the film *Terminator*, a rescuer takes the same route to Quentaris to stop the evil. Like others in the series, this narrative deals with death in a matter of fact way. It also describes the make-up and operation of the rift caves very well. Characters with the ability to shape change, and the complex intersection of characters and their dreams will appeal to veterans of the series, and the novel is a fine contribution to that collection. C. Thomas
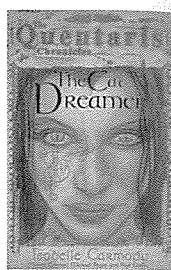
USER LEVEL: Stage 3 Stage 4 Stage 5
Paper $14.95 SCIS 1215610

CATRAN, Ken

Odysseus

Lothian, 2005
ISBN 0734405200

Ancient myths and legends still intrigue and entertain readers. In this excellent tale, an aged Odysseus stops at the port of Zamos, where a storyteller retells an exaggerated version of Odysseus' heroic deeds. To set the story straight, Odysseus recounts the actual exploits of his 10 year long journey home after the fall of Troy. The novel is told in first person flashback, and readers are drawn into a fantastic world of mythical beasts, vengeful gods, sly enemies and natural catastrophes. Short chapters include vivid descriptions of characters and events, ensuring the strong plot moves at a steady pace. This elaborate novel is a satisfying read, and it ably supports the teaching of ancient Greek in junior and senior History. H. Gardiner

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10
Paper $16.95 SCIS 1207608

CONDON, Bill

No worries

University of Queensland Press, 2005
ISBN 0702234915

Seventeen year old Brian wants a normal life; instead, he has an overly carefree father, a mother with bipolar disorder, and a new job working nights in a factory. Brian narrates events in the novel, which deals with the usual teenage angst, including falling in love. While these issues are competently handled, it is Brian's relations with and descriptions of the adults in the novel that are especially insightful. His mother's erratic mood swings cause him grief, but he does his best, and students will empathise with Brian's shifts between caring and wanting to escape. This fine narrative has balanced emotion, and Condon has expert character control. Minor swearing and sexual references should not dissuade teachers from using the novel as it is very well written, and many students will be standing in Brian's shoes. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper $18.95 SCIS 1204855

CROWLEY, Cath

Chasing Charlie Duskin

Pan Macmillan Australia, 2005
ISBN 0330421603

Sixteen year old Charlotte Duskin spends the summer visiting her grandfather in a country town. She has to deal with the antagonism

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of local kids, Rose and Luke, her grieving father, and her own lack of confidence. Crowley weaves parallel narrative strands, the voices of Charlie and Rose, into a straightforward narrative of self discovery and hope. Characters and settings are realistically portrayed so that readers are drawn into Charlie's burgeoning independence and romance while having less sympathy for Rose, who wants to escape the limitations of a small town. The revelation of Charlie's mother's death, years earlier, and her father's guilt about this, creates pathos. This is a gentle and charming novel. H. Cobban
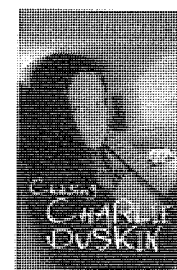
USER LEVEL: Stage 5
Paper $16.95 SCIS 1210688

DUBOSARSKY, Ursula

Theodora's gift

Penguin, 2005
ISBN 0670041165

In the follow up to *The first book of Samuel*, Theodora's life seems unnecessarily complex. She is suffering from writer's block, her biological mother relocates to a ramshackle farmhouse, her eccentric father is seeking advice from a clairvoyant, and her brother is documenting his dying grandfather's past. Descriptive language is a prominent feature of this intriguing novel. Despite the vivid descriptions, a distance exists which will make it difficult for some readers to develop empathy for the characters and their predicaments. Many gaps are evident in the novel and readers may find the unusual plot to be confusing in places. This is an atypical novel which would suit competent readers. H. Gardiner
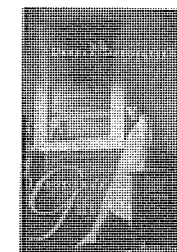
USER LEVEL: Stage 4
Paper $17.95 SCIS 1215843

FENSHAM, Elizabeth

Helicopter man

Bloomsbury, 2005
ISBN 0747575495

It is not until half way through this interesting novel that Pete acknowledges in his diary entries that his father has a problem. The two characters are constantly on the run from imagined fears, and when schizophrenia is identified as the problem, Pete is sent to live with wealthy foster parents. The narrative has multiple layers, including socioeconomic contrasts, the mystery of Pete's mother's death, and his bonding with his two pet mice. Conflict is minimal, and all problems are satisfactorily resolved. This makes for pleasant reading, and is not necessarily a narrative fault. Pete is loyal and protective, a realistic character who encourages empathy, and one to whom students should respond positively. C. Thomas
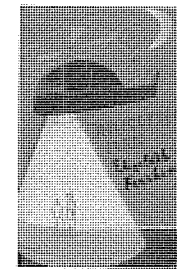
USER LEVEL: Stage 4 Stage 5
Paper $14.95 SCIS 1218162

FISK, Pauline

The Red Judge

Bloomsbury, 2005
ISBN 0747571600

Zed knows he is a disappointment to his conservative family. He is nothing like his older sister, Cary, who embodies sensibility and

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maturity. After an accident that leaves Cary clinging to life, Zed is blamed and callously abandoned by his stepfather and mother. In the cruel winter of a Welsh countryside steeped in legend, Zed imagines the mythical Red Judge is coming to get him. Filled with rich characterisation and description, the poignant narrative follows Zed on his journey to find a place of belonging. A deep sense of immense isolation, unjustifiable rejection, and tormenting guilt permeates the engaging plot. This haunting novel will leave an indelible mark on readers. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper $16.95 SCIS 1207837

FRENCH, Jackie

They came on Viking ships

Angus & Robertson, 2005
ISBN 0207200114

Based on real events told in two Viking sagas, this well written historical novel is a neat blend of fact and fiction. Hekja, a young girl living in a coastal village, is captured and taken to Greenland by Viking raiders, where Hekja becomes a slave to Freydis, daughter of Erik the Red. The narrative emphasises Hekja's determination and spirit as she finds herself increasingly aligned with Freydis. Female characters are strongly depicted in the book. There is attention to the details of Viking life and customs, with rape suggested rather than portrayed, and the novel has fine insight into this society. The novel would be useful to support the study of gender roles and medieval societies in History 7–10. F. Campbell

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10
Paper $15.95 SCIS 1212392

GLEITZMAN, Morris

Once

Penguin Books Australia, 2005 (Puffin)
ISBN 0143301950

Felix is hidden by his Jewish parents in a Catholic orphanage during the Nazi invasion of Poland. Naively optimistic for much of the novel, Felix relates events in a wonderfully authentic voice. He runs away to find his parents, and lands in the middle of Holocaust. This is a novel about the war, its effect on children, and the power of books and stories. Felix constructs his own reality of events, and Gleitzman maximizes the irony inherent in the young storyteller's narrative. There is humour, sadness, and drama in this deceptively simple novel, with a strong and positive conclusion. It is beautifully written. It needs a slow reading by mature readers who can comprehend the grim reality of events, and who can empathise with the novel's style and its resolute hero. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Paper $16.95 SCIS 1226878

HIRSCH, Odo

Slaughterboy

Allen & Unwin, 2005
ISBN 1741144868

In his passage through the medieval roles of starveling, scavenger, slaughterboy, servant and thief, Conrad experiences the dark side

of humanity. This is a cautionary tale on the myopic nature of human social and economic behaviour. The metaphor of the town as insatiable in its demand for consumables, and blind in its relationship with the countryside, creates an indelible allegory of a modern life led by economic rationalism and environmental stupidity. This allegory is underscored by a heated self interest. Crafted and deceptively simple, this tale is spellbinding. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper $16.95   SCIS 1206929

MACKENZIE, Anna

Out on the edge

Longacre, 2005
ISBN 1877361038

When Gary, battered and bruised, lands in Alison's front yard, her decision to manage his wounds, internal and external, has far reaching repercussions. A formal prologue and alternating chapters of character monologue produce a narrative of twin perspectives. Readers will engage in the seesaw of personalities that pivot on the morality of a violent response to violence. Should Gary have bashed his father? Is Alison safe with him? Other issues include child abuse, loyalty, and becoming aware of the complexity of relationships. Carefully structured with well managed pace, this is an engrossing read and an absorbing sure fire fictional winner. W. Bowie

USER LEVEL: Stage 5
Paper $16.95   SCIS 1206924

McALLISTER, Margaret

Urchin of the riding stars

Bloomsbury, 2005 (The Mistmantle chronicles)
ISBN 0747578109

Mistmantle is a medieval, mystical island populated by anthropomorphic creatures and ruled by a hedgehog, King Brushen. In this thrilling adventure, an orphaned squirrel, Urchin, grows up to become the King's page and to fulfil a prophecy. When the good King's rule is threatened, Urchin and other loyal subjects set out to banish the conspirators and restore justice and freedom to the kingdom. The clever use of an imaginative mythology, plus virtuous heroes and wicked villains, are the core of this readable fantasy novel. It is an intriguing narrative which fans of the genre should enjoy. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
$15.95   SCIS 1203773

MILLARD, Glenda

The novice

ABC Books, 2005 (Carradon trilogy)
ISBN 0733314945

The enforced mass exodus from the old city to the walled metropolis of New Carradon has created an ambiguous community in this fantasy. It is an easy life for the privileged inhabitants of the domed city, but those living in Wallberg are invidiously placed between a rock and a hard place, living a dissident existence in the wall that surrounds New Carradon. A conspiracy to enslave refugees from the countryside provides a dangerous setting for the plot of rescue and resistance. The fugitives of *Bringing Reuben home*, Cinnabar, Judah and their son, are inextricably linked to Wallberg and a tense and dangerous rescue. Issues include families, refugees and mandatory detention, slavery, and corruption. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper $18.95   SCIS 1215876

PLÜSS, Nicole

Hope Bay

Penguin Books Australia, 2005 (Puffin)
ISBN 0143301527

Set mainly on a small Australian island, this powerful story draws together the threads of past and present times through the themes of love, courage, hope, and responsibility. Hope Bay is a place to live in harmony with nature, and it is a safe haven for both the residents and the dolphins who visit when the elderly, reclusive Olga calls them. The main narrative tells the story of Possum, Olga's friend, as she comes to grasp the enormous responsibility that trust places upon us. Flashback sequences tell the evocative story of Olga's life in and escape from Rotterdam during WW11. In Hope Bay, an extraordinary friendship is forged between the generations, and with the dolphins. F. Crum

USER LEVEL: Stage 5
Paper $17.95   SCIS 1209027

ROWLING, J. K.

Harry Potter and the half-blood prince

Bloomsbury, 2005
ISBN 0747581088

It is Harry, Hermione and Ron's penultimate year at Hogwarts, and the author teases and tantalises her readers' anticipation of events. Harry has endured another dire summer break with his neglectful guardians, but this time Professor Dumbledore gives them a piece of his mind. The annual trip to mystical Diagon Alley finds the vibrant setting established in previous books transformed by vacant shops and missing shopkeepers. A related mystery, the identity of the titular prince, adds dimension to several intriguing identities at Hogwarts. Rowling, mindful that her readership is maturing along with Harry, uses the written word incisively to charm them. The darkening plot, psychological twists, and misplaced loyalties need a more mature audience than previous books. Readers will be left wondering as Rowling manipulates friend and foe, and little is resolved by the last page. The stage is set for the final book. I. McLean

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
$45.00   SCIS 1227200

STARKE, Ruth

Orphans of the queen [sound recording]

Louis Braille Audio, 2005 (375 min.)
ISBN 0732029139

Caroline Lee infuses such life and vitality into her dramatic reading of this novel on five CDs that British orphan Hilly and her friends seem very real. Listeners will become immediately involved, empathising with the young characters' feelings and impressed by their indomitable spirits. Hilly's story is a grim one. Her experiences in an Adelaide orphanage are appalling, particularly when it is remembered that this fictional narrative is based on historical accounts. The recording offers a compelling and thought provoking listening experience, and opportunities for discussions on beliefs and attitudes, past and present, and the plight of orphans
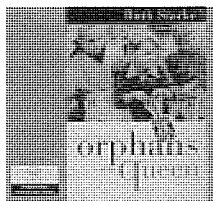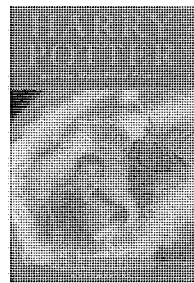
and refugees. Users should be aware that the story presents a damning indictment of some of the government officials and nuns in charge of orphanages at the time. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
$85.75   SCIS 1212490

SWINDELLS, Robert

Branded

Penguin, 2004 (Puffin)
ISBN 0141317280

When Dale's older brother is convicted of murder, the family changes its name and move away to deal with societal pressure. Told from Dale's viewpoint, this narrative cleverly examines the physiological impact of these events, which become more complicated when a tabloid journalist tracks the family down. The jerky narrative, episodes of violence and bullying, and pessimistic viewpoints reflect Dale's emotions. He finds escape in the world of a theme park, and happiness in eventual self and peer acceptance. Teachers need to be aware of graphic descriptions of violence. A. Frost

USER LEVEL: Stage 6
Paper $14.95   SCIS 1215729

WALTERS, Celeste

Deception

University of Queensland Press, 2005
ISBN 070223527X

Liz and her son Josh work hard and support the local football team. When Liz secretly starts working at a manipulative tycoon's home to support Josh through university, she inadvertently uncovers the human face of abuse of power. The theme of industrial relations is a strong thread throughout the book. Josh feels his mother has deceived him, and he leaves home to live on the streets. There are no easy answers as Josh and his family work towards harmonious solutions. Smoothly paced and well sustained in the present tense, this multilayered story avoids confusing realism with pessimism. While very dark and violent at some points, and best suited to mature readers, the narrative demonstrates hope for these characters in the future. A. Frost

USER LEVEL: Stage 6
Paper $18.95

WHITE, Trudy

Japan diary

Curriculum Corp., 2005
ISBN 1863665943

ABSTRACT

Two novellas, back to back, explore the personal journeys and cultural discoveries of two students on a six month family and school exchange. When Amelia Deerson travels to Japan, and Taro Nakagawa travels to Australia, each relates their experiences and new found friends in diary format. The narratives show Amelia and Taro's excitement and fear, of travel and the unknown, of strange places, people, food, language, and customs. Colour drawings complement the text and represent doodles of their experiences. A small amount of Japanese vocabulary is incorporated into each narrative. The stories also incorpo-

rate Australian and Japanese social life and customs into the characters' adventures.
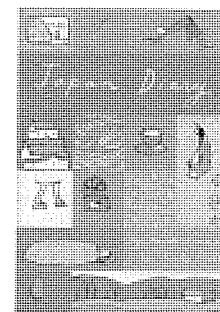
USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; Languages
SYLLABUS: English 7–10; Japanese K–10
Paper $15.95

WILKINS, Kim

Witchsong: a Gina Champion mystery

Penguin, 2005
ISBN 014300252X

Set north of Sydney, this murder mystery combines contemporary events with popular cultural ideas of witchcraft. High school student Gina Champion has a part time psychic job, a dysfunctional middle class family, sister issues, a tearaway boyfriend, and an insatiable curiosity. The narrative is appropriately told in first person, with Gina's voice recognisably adolescent in a well written style. When three elderly women from Blackwater Bay, Gina's home town, are mysteriously killed, this likeable heroine's visions lead her into a world of danger, black magic, witchcraft, and haunted houses, as she assists local police on the case. F. Crum

USER LEVEL: Stage 4 Stage 5
Paper $17.95   SCIS 1206221

Information, poetry and drama

Resources are in Dewey order.

PELUSEY, M. & PELUSEY J.

The media [series]

Macmillan Education, 2005

An eye catching layout, characterised by large print and colourful photographs, ensures each title in this media series is easy and pleasant to use. The books only give an introduction to the topic, but a notable section of each is a flowchart of at least one interesting case study. This is a point of difference from similar books in that the pages clearly show the production process from an idea to its final product. Technical vocabulary is briefly explained, as are careers in the media. *Film and television* explicitly supports the Science and Technology K–6 Unit: *Visual ventures*. A little history and a short look at the future add to the versatility of these classroom resources. H. Gardiner

USER LEVEL: Stage 3 Stage 4
KLA: CA; English; SciTech
SYLLABUS: English K–6; English 7–10; Photographic & Digital Media 7–10; Science & Technology K–6
$28.95 each

Reviewed titles in this series:

Film and television	SCIS 1212359
Internet	SCIS 1212365
Magazines	SCIS 1212369
Newspapers	SCIS 1212362
Photography	SCIS 1212366
Radio	SCIS 1212353

LOVES, June. & CHAMPION, Judi

Using encyclopedias: activities to switch on thinking skills!

Macmillan Teacher Resources, 2005 (Thinking themes)
ISBN 1420203215 [030.76]

As a tool for learning about accessing information from encyclopaedias, this resource is extremely useful. The resource particularly supports the *Macmillan illustrated encyclopedia*, but it can be used on its own. Loaded with 38 blackline masters incorporating a variety of research activities and subject areas, the book has another six pages of activities which will help students analyse the information process. The worksheets cover many topics within the HSIE K–6 and Science and Technology K–6 syllabuses, and they aim to help students use their multiple intelligences as well as critical and creative thinking skills. The best use of this resource would be with an individual student contract or small group work within the classroom or library. F. Moore

USER LEVEL:	Stage 1 Stage 2
KLA:	HSIE; SciTech
SYLLABUS:	HSIE K–6; Science & Technology K–6
	Paper 28.95 SCIS 1217171

GRIEVE, Bradley

The blue day book for kids

Random House Australia, 2005
ISBN 1740513916 [158.1]

A children's version of the successful adult book, this engaging resource uses charming and humorous black and white animal photographs with uplifting captions. Half the book is about the things which can make you sad, and the rest is about what to do to cheer yourself up. The concept does not work quite as well as the adult version. Students are likely to expect the cheery section to be in bright colours, not continuing in tones of blue. The best thing about the book is that it describes a couple of actions to take, and it lets young readers know that sadness is normal and it passes. A. Soutter
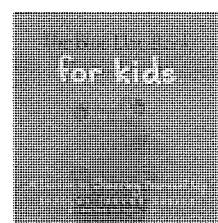
USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4
KLA:	PDHPE
SYLLABUS:	PDHPE K–6; PDHPE 7–10
	$19.95 SCIS 1212233

GANERI, Anita

The atlas of world religions

Franklin Watts, 2005
ISBN 0749659203 [200]

A large and attractive book, this text is more like an encyclopedia than an atlas. The book outlines the major religious traditions and touches on early religions, the spirit religions of Oceania, and new religious movements. An ideal reference text for gaining a basic understanding of the diversity and history of religious beliefs, this resource is ideal for students who are just setting out to explore belief systems and religious traditions. Set out in easy to read chapters, the text is a series of paragraphs illustrated by photographs of artefacts and ceremonies, and artistic drawings. This presentation encourages students to browse and choose areas that interest them personally. I. Summers

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	HSIE K–6; Studies of Religion 7–10
	Paper $17.95 SCIS 1213565

STEWART, Whitney & RIPPIN, Sally

Becoming Buddha: the story of Siddhartha

Lothian, 2005
ISBN 0734407726 [294.3]

Beautifully illustrated, this book is a gentle narrative of the early life of the Buddha. It is ideal as a reference book for students who are exploring the origins of Buddhism. Exotically dark illustrations, with black, gold and blue dominating, ably enhance the storyline of the birth, growth and development of the young Buddha and how he found the path to Enlightenment. Evocative portraits dominate the images. Students should develop empathy, knowledge and understanding of the basic teachings of the Buddha as he discovers the middle way. There is an outline of the basic core beliefs of Buddhism, the four noble truths, and simple instructions for meditation. I. Summers

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
	$27.95 SCIS 1215548

DIAMOND, Jared

Collapse: how societies choose to fail or survive

Penguin Books Australia, 2005
ISBN 0713998628 [304.2]

A scientific and historical look at ecological suicide, this meticulously researched and well written book cannot be simply categorised as an environmental text. It is a book about civilisation; a teaching manual examining why some societies in history collapsed and others did not. It is a balanced and precise look at societal change, showing how the environmental problems of countries such as Australia and China came to be, and showing possible futures. Topics in this wide ranging book include the dramatic collapse of life on Easter Island, the fall of the Maya civilisation, the Viking expansion, the Anasazi, forestation and agriculture, and big business and the environment. The size of the book is daunting, but Diamond's style is personal and highly readable, while carrying the necessary amount of authority for the book to be regarded as a serious study. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE; Science; TAS
SYLLABUS:	Agriculture Stage 6; Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6; History 7–10; Legal Studies Stage 6; Science 7–10; Senior Science Stage 6; Society & Culture Stage 6
	Paper $32.95 SCIS 1206231
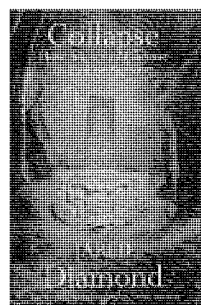
BIDDER, Jane

Family memories [series]

Franklin Watts, 2004 [306.87]

Each well constructed text in this series would provide an excellent resource to support the achievement of outcomes in the *HSIE K–6* syllabus Unit: *The way we were*. The written text is simply but cleverly composed and, while emulating oral history traditions, traces the minute details of life that have changed in the time span of two generations. It is pleasing to note that the customs selected are those that would be part of a modern child's everyday world and thus they have great personal meaning. Brightly coloured pastel drawings coupled with photographs of items from the past make an interesting combination. Teachers may need to be sensitive to the fact that some students would not have grandparents. S. Taylor

USER LEVEL	Stage 1
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
	$35.00 each

Reviewed titles in this series:

When your gran was little	SCIS 1209156
When your grandad was little	SCIS 1209158

Working in Australia [series]

Echidna Books, 2005 [331.7]

Following the successful formula used in previous books, these titles give a clear overview of the industry, including a wide variety of jobs, a photograph of a person at work, and excellent profiles in the **My story** text boxes. Each job is featured with an outline of the duties, and the education and training required. The information is current and the presentation is straightforward. Information is appealingly organised with sub headings and colourful, labelled photographs, while the literacy level is suitable for Stage 5 students. The series is an interesting vocational learning resource and is particularly useful for careers advisers. E. Kesby

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Work Education 7–10; Work Studies CEC Stage 6
	$29.95 each

Reviewed titles in this series:

Jobs in design and construction	SCIS 1214970
Jobs in food production	SCIS 1216459
Jobs in the emvironment	SCIS 1216467
Jobs with animals	SCIS 1214976

Australia focus [series]

Echidna, 2005

Information is presented in a succinct and readable format in this series. Maps, graphs, tables, and excellent colour photographs will suit visual learners. Information presentation varies in the written components. *Capital cities*, for example, has minimal information, but the facts are relevant and are an excellent introduction to the topic. High quality information from the Department of Meteorology, enhanced by satellite photographs, makes *Weather and climate* a strong school resource. *Land use* is particularly concerned with how the land is used for food. *Aboriginal Australia* is an excellent resource to support the study of heritage, culture, land rights and languages. Information is blocked into double page topics, with user friendly headings and fact boxes. A list of web sites for each topic creates an extensive Internet reference source for students. G. Cale

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	HSIE; Science; SciTech
SYLLABUS:	Aboriginal Studies 7–10; Geography 7–10; History 7–10; HSIE K–6; Science 7–10; Science & Technology K–6
	$29.95 each

Reviewed titles in this series:

Aboriginal Australia	SCIS 1204532
Capital cities	SCIS 1204540
Land use	SCIS 1204551
Weather and climate	SCIS 1204555

HIBBERT, Adam

Globalization

Heinemann Library, 2005 (Just the facts)
ISBN 0431161755 [337]

Trade in goods and money, political decision making, and the vast movement of people in search of work are themes featured in this resource. The book assesses globalisation, its origins and impact on economics, politics, employment, and culture throughout the modern world. It explores the process of globalisation and the nature and extent of its influence on people and the environment, through such issues as technology, competition, development, trade associations, and global security. With relevant case studies, explanations of the main players, up-to-date statistics and appropriate terminology, this is a noteworthy resource for the study of the Focus Area: *Global issues and the role of citizenship* in Stage 4 Geography. A. Fisher

USER LEVEL:	Stage 4
KLA:	HSIE
SYLLABUS:	Geography 7–10
	$37.50 SCIS 1214307

Action for the environment [series]

Franklin Watts, 2004

Building foundations for a sustainable future is the focus of these highly visual resources. Information is image dominant, and written text is presented in blocks of simple paragraphs which outline key global environmental issues. The book gives very brief information about specific places and events, with an *Action station* section providing details of work accomplished, and occasionally, what students can do to help. The series supports HSIE outcomes in *Environments* and *Social systems and structures*. Photographs are adequately captioned, with a variety of fonts being used, but the glossary is not linked to information within the resource. K. Taylor

USER LEVEL:	Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
	$35.00 each

Reviewed titles in this series:

Energy supplies	SCIS 1210348
Food for all	SCIS 1207158
Saving wildlife	SCIS 1208875
Transport solutions	SCIS 1209114

Australia's best [series]

Heinemann Library, 2005

Profiling Australians who have influenced Australian culture and history, these titles provide short and straightforward chronological biographies of a range of talented people, from Mary Gilmore to Ian Kiernan. There is a photograph or portrait of each identity, and contextual photographs give the books some visual appeal. The books note places of interest concerning each person, their achievements and legacies. They also provide useful listings of web sites for further research. A glossary links to the written text, which verges on gushy in places. These resources provide simple background material to support work within related syllabuses. F. Campbell

USER LEVEL: Stage 3 Stage 4
KLA: CA; English; HSIE
SYLLABUS: English 7–10; Geography 7–10; History 7–10; HSIE K–6; Music 7–10
$29.95 each

Reviewed titles in this series:
Environmentalists SCIS 1213577
Musicians SCIS 1213662
Sports stars SCIS 1213663
Writers SCIS 1213665

The next stage [videorecording]

WTV Productions, 2005 (14 min.)
ISBN none [378.1]

The myth of a free education and the realities of university life for Year 12 students are tested in this short DVD. Set against the background of a university campus, several students share their impressions of the differences between studying at school and university. Tips are given by students on successful study and time management strategies for independent learning. Their comments could help prepare Year 12 students for a positive vocational pathway. Teachers could use the resource to illustrate the balanced healthy lifestyle message in the *PDHPE Stage 6 syllabus* Option: *The health of young people*. E. Kesby

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; PDHPE
SYLLABUS: PDHPE Stage 6; Work Education 7–10; Work Studies CEC Stage 6
$99.95 (Available from www.kph.com.au)
SCIS 1208847

COOPER, Adrian

Fair trade?: a look at the way the world is today

Franklin Watts, 2005 (World issues)
ISBN 0749655216 [382]

Using an easy to read, double page layout, and small photographic images, this book considers such themes as the trade of clothing, electronics, weapons, medicine, and illegal drugs. Trade is shown to create employment and wealth, but the book's emphasis is on the world's trade inequities. The publication offers an insight into the need for fair trade and the issues associated with globalisation. It considers the barriers to free trade, such as tariffs and subsidies, and the establishment of global organisations to promote free trade throughout the world. The book is appropriate to the study of the Focus Area: *Global issues and the role of citizenship* in Stage 4 Geography. A. Fisher

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10
$35.95 SCIS 1208894

LEVENTON, Melissa

Artwear: fashion and anti-fashion

Thames and Hudson, 2005
ISBN 0500285373 [391]

Filled with beautiful photographs, this book will inspire textile students with a range of different ideas for projects throughout the course. Tracing the history of wearable art from its roots in the 1960s until the present, Leventon shows the merging of art and craft and describes the designers as textile artists. The book provides readers with detailed information, clearly labelled photographs of works of well known designers such as Miyake and Saint Laurent, and works from unknown designers from the past and present. It presents cultural influence on designs and combines it with modern textile embellishments, while covering a range from unwearable designs to performance designs and limited edition clothes. Teachers and students will find it a useful resource for the manipulation of fibres, yarns and fabrics to produce their textile work. M. Timperley
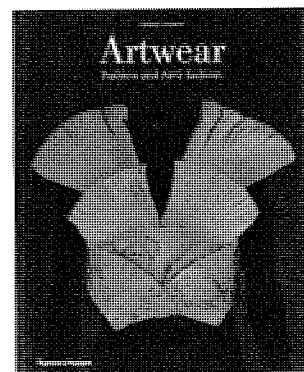
USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
Paper $50.00 SCIS 1216655

PEACOCK, John

Shoes: the complete source book

Thames and Hudson, 2005
ISBN 0500512124 [391.4]

A concise look at the history of footwear from ancient times to present day is beautifully portrayed in this sturdy resource. The main aim is to illustrate the evolution of footwear, highlighting changes in usage, materials and styles. Presented in six parts, it provides readers with colourful drawings and information on ancient Egypt, western styles, 18th and 20th century shoes. Black outlines of shoes and their relevant periods are provided and can be a basis for rendering activities and shoe time lines. The book ends with a concise biography of designers and shoe companies which can extend into HSC programs for fashion designer studies. Students will find this book very inspiring for a *Major textile project*. M. Timperley

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
$75.00 SCIS 1216651
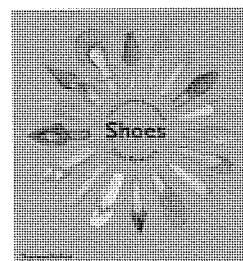
Snug as a bug!: scenes from family life

Borghesi & Adam, 2005 (Scenes from family life)
ISBN 1877035432 [398.8]

Using the theme of family life to illustrate Australian colloquialisms, humorous sayings, witty rejoinders and rhyming verse, this anthology shows the strong British influence on our language, plus a few examples adapted from Mediterranean cultures. Organised by subject such as **Tea-time** and **Bed-time**, this amusing resource is easy to dip into, and will evoke memories of growing up in Australia for older readers. Black and white cartoons add meaning for young students and learners of English as a second language. These often absurd sayings and rhymes will promote discussion about the features and structure of language to achieve *Learning about reading* outcomes in English K–6. They are also interesting supplementary material for HSIE outcomes CUS1.4, CUS2.3, CUS2.4, CUS3.3, CCS3.1. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
Paper $14.95 SCIS 1213011

MORRISON, Reg

Australia's four-billion-year diary

Sainty, 2005
ISBN 0958105529 [559.4]

Students of Biology Stage 6 and Earth and Environmental Science Stage 6 will welcome this excellent book. It clearly presents information for these syllabuses concerning the evolution of life on Earth, the break up of Gondwana, and the development of modern flora and fauna. All material is specific to Australia and the resource uses a calendar year to represent the age of Australia. Thus the appearance of eukaryotes in August helps to emphasise the enormous time span involved. Photographs and diagrams contribute significantly to the book's attractiveness, and each one supports the book's written and visual focus on the majesty of evolutionary drama. The book resembles a glossy magazine, but the information it includes is extremely valuable. R. Dircks

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Earth & Environmental Science Stage 6
$19.90 (Schools' price from publisher ph: 02 9332 2661) SCIS 1224933

LONG, John

The big picture book: see life on Earth unfolding through time

Allen & Unwin, 2005
ISBN 1741143284 [576.8]

With his impeccable credentials, author John Long uses his fount of knowledge to explore the beginnings and development of life on Earth. The use of a chronological timeline on each double page provides a reference point, and excellent photographs, diagrams, drawings and maps ably support the succinct written text. Bringing the reader from 12 billion years ago to the present, the author presents the fact that the present is but a snapshot in time. This resource would be an excellent starting point for a discussion on natural history and evolution, and would support the achievement of the Stage 4 Science outcome 4.9, and studies of the Strands: *Living things* and *Earth and its surroundings* in the *Science and Technology K–6 syllabus*. G. Cale
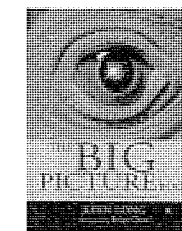
USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
$29.95 SCIS 1207845

GREEN, Jen

Rainforest revealed

Dorling Kindersley, 2004
ISBN 1405303131 [577.34]

Bright and colourful photographs are the main feature of this visually appealing book. The various altitudes of the rainforest are described, as well as the rivers, animals, current and past human inhabitants, and threats within the rainforest environment. Written information is limited and mainly consists of captions for the many photographs. Transparent acetate sheets show the outer and inner view of some rainforest scenes, including the intriguing interior workings of an insect eating plant. The book makes one questionable reference to Australia, limiting its use within the HSIE K–6 and Science and Technology K–6 syllabuses. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
$24.95 SCIS 1206229

Watch me grow [series]

Dorling Kindersley, 2005

Photographs are an outstanding feature of these visually appealing books. The photographer has zoomed in to the subject and captured images that will entertain and educate. Information is presented in short blocks and single, carefully worded sentences. Each narrative describes the adventuresome stages of growth of one newborn animal to adulthood, while chapters such as **Mum and dad** show how the young animal fits into a family structure. The book also describes general characteristics of the species and a wider view is shown in chapters such as **My friends from around the world**. The glossary and fact boxes are illustrated, and amusing captions will engage young readers. These are excellent volumes to support the *Science and Technology K–6 syllabus*. A. Beedles

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K–6
$12.95 each

Reviewed titles in this series:
Elephant SCIS 1218613
Kitten SCIS 1218608

LATTA, Jan & RESNICK, Jon

True to life books [series]

True to Life, 2004

Beautiful photographs and small bites of clearly written text make these books an ideal resource for shared reading with Early Stage 1 students, while Stage 1 and Stage 2 students will find the format suitable for research tasks. Each book follows an endangered animal as students observe the physical features, special adaptations, habitat, hunting, diet, behaviour and methods of communication.

Close-up photographs of special features assist with comprehension, and reasons for the depletion of each species are provided. At the conclusion of each book is a one page synopsis containing key facts, a relevant location map, suggested reading and interesting web sites, including some associated with the preservation of each endangered species. This resource links with the Strand: *Living things* in the *Science and Technology K–6 syllabus*. M. Skinner

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	Paper $11.00 each

Reviewed titles in this series:
Chipper the cheetah	SCIS 1212352
Kolah the koala	SCIS 1212357
Lena the lion	SCIS 1212334
Rufus the rhinoceros	SCIS 1212348
Timba the tiger	SCIS 1212344

BARWICK, John & BARWICK, Jennifer

Australian stories [series]

Heinemann Library, 2005

Seven survivors, including William Buckley and Stuart Diver, and five mysteries, including Lasseter's Reef and the elusive mahogany ship, are discussed in this well designed and attractively presented series. Information is easily accessible, with short paragraphs, bolded headings, breakout boxes of eyewitness statements and contemporary press reports. Information is well supported by illustrations, maps, and a useful index and glossary. Some specific Internet sites are referred to as sources of further information. Although the books in this series may appeal to young readers with a taste for the sensational and mysterious, their *HSIE K–6 syllabus* relevance is minimal with only tenuous links to the Strand: *Significant events and people*. W. Smith

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
	$29.95 each

Reviewed titles in this series:
True mysteries	SCIS 1214314
True survivors	SCIS 1214311

Tattoo: a SunSmart resource for secondary school teachers of Health and Physical Education, Media Studies, English and Personal Development

Cancer Council Victoria, 2004
ISBN 0947283978   [616.99]

Australia has the highest rate of skin cancer in the world, as this book and video skin cancer prevention package explains. It targets students via three KLAs, with current and relevant statistics and information. Activities will help students develop critical analysis skills for the printed media and film, and the material is very good for the deconstruction of commercials and at showing the media process for English and Drama students. The PDHPE material will help students reflect on their outdoor behaviours. The book and its 55 minute accompanying video work together, and the video is an excellent resource. It includes a fascinating look at the techniques and planning needed to construct what appears to be a simple advertisement. K. McCulloch

USER LEVEL:	Stage 3 Stage 4 Stage 5

KLA:	CA; English; PDHPE
SYLLABUS:	Drama 7–10; English 7–10; PDHPE K–6;
	PDHPE 7–10
	$55.00 (The Cancer Council
	NSW ph: 02 9334 1746) SCIS 1208666

MASON, John

Nursery management

Landlinks, 2004
ISBN 064309024X   [635.9]

Well laid out, with extensive use of headings, this useful text uses simple language and clear explanations of technical terms. Detailed and current Australian examples provide a fine introduction to the nursery business. Chapters on **Management** and **Marketing** will be especially useful for Business Services Stage 6. The latter includes a case study of cut flowers and is relevant for Agriculture Stage 6 students completing Topic 9.2: *Product study*. Agricultural Technology 7–10 students undertaking a nursery or horticulture based enterprise unit will also find this text useful. It has particular relevance as a solid reference text for the study of horticulture in Primary Industries Stage 6. I. Mavin

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS; VET
SYLLABUS:	Agricultural Technology 7–10; Agriculture
	Stage 6; Business Services Curriculum
	Framework Stage 6; Primary Industries
	Curriculum Framework Stage 6
	Paper $49.95 SCIS 1198750

HUNTINGTON, P. & MYERS, J. & OWENS, E.

Horse sense: the guide to horse care in Australia and New Zealand

Landlinks, 2004
ISBN 0643065989   [636.1]

Covering all aspects of horse care and management, this superb book is a must read for every serious horse enthusiast. The book uses simple language and diagrams to concisely explain the areas of feeding, breeding, animal welfare, health and diseases, and the general care of horses. It is Australian based with comprehensive information and current facts and figures. Abundant illustrations describe the anatomy and parts of a horse, and the safe handling of horses. The text would be an excellent resource for Agricultural Technology teachers and students, when completing any equine enterprise units of work. This outstanding book will assist those new to horses, as well as experienced owners and riders. I. Mavin

USER LEVEL:	Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Agricultural Technology 7–10; Agriculture
	Stage 6
	Paper $69.95 SCIS 1199079

Where does it come from? [series]

Echidna, 2005

Information on the origin and processing of an everyday item is the topic of each book in this Australian series. Large photographs, fact

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boxes, and clearly illustrated flow charts will ensure the information appeals to and is easily understood by young readers. Print size is large and layout is spacious. This series would be useful as a resource for the Science and Technology Unit: *Cycles in our world*, particularly the outcome LT S2.3. Environmental and health issues are mentioned briefly in some of the books. Each book has an excellent glossary and a small list of Australian research links. R. Parnis
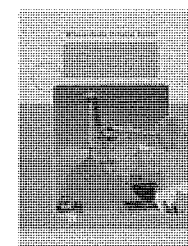
USER LEVEL:	Stage 2 Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	$29.95 each

Reviewed titles in this series:
Honey	SCIS 1214206
Paper	SCIS 1214194
Peanut butter	SCIS 1214199
Water	SCIS 1214189

Who's afraid of designer babies? [videorecording]

Film Australia, 2004 (52 min.)
ISBN none   [660.6]

Genetic medicine and bioethics are carefully and clearly explained in this excellent documentary. The film explores the issues of pre-implantation genetic diagnosis (PGD), which allows scientists to screen IVF embryos. Families, including a couple from Tasmania trying to create a baby who would be compatible with their ill son, present their stories, as do a wide range of scientists. The film is an excellent resource for teachers addressing ethical considerations and social issues in Science 7–10 and the Biology Stage 6 Option: *Biotechnology*. The film will be very useful for the Community and Family Studies Option: *Social impact of technology* as it focuses on the debate around the non-therapeutic uses of PGD technology. The film is an interesting, controversial and thought provoking resource. I. Mavin

USER LEVEL:	Stage 5 Stage 6
KLA:	PDHPE; Science
SYLLABUS:	Biology Stage 6; Community & Family Studies
	Stage 6; Science 7–10
	$77 00 SCIS 1192708

DARLOW, Mike

Turned chessmen: for collectors, players and woodworkers

Melaleuca, 2004
ISBN 0975239201   [684]

The eye catching cover hints at surprises to come and the text does not disappoint. This publication provides a complete resource for students and professionals to learn about, produce and appreciate the evolution and processes used to craft chess pieces. The book provides a comprehensive case study on the history of the game of chess and how various societies and processes shaped the aesthetics of the modern game, using wood as the main material. Stage 6 students will benefit from the detailed process descriptions, such as carving, sanding and finishing techniques, and flowcharts which can be used as support for producing design folios for a *Major work*. Another great characteristic of this publication is the addition of template outlines for feature pieces, which allow students to address skills in either producing exact work or to modify a design. B. Maher

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USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Industrial
	Technology Stage 6
	Paper $49.95 SCIS 1207752

DARLOW, Mike

Woodturning design

Melaleuca, 2004
ISBN 095896095X
[684]

This resource provides concise and well resourced information about many elements of woodturning, from tool and finishing techniques to process design. It addresses the historical aspects of woodwork from the need to build structures and everyday products to the adding of decoration and design for aesthetics. Clear and detailed graphics are used throughout the publication, providing students with examples of how drawing and presentation principles are used in the woodwork industry. Flowcharts detail the author's design process and progression of ideas, and provide a valuable resource for Industrial Technology and Design and Technology students. The featured projects inspire the reader to think outside of the box when designing, producing and finishing wood projects. B. Maher

USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Industrial
	Technology Stage 6
	Paper $49.95 SCIS 1131870

HOFFMANN, Jens & JONAS, Joan

Perform

Thames & Hudson, 2005
ISBN 0500930066   [702.8]

Performance art can be confronting when it blurs the line between reality and a staged event so successfully that the viewer can have difficulty in processing the work. In this book, Hoffman and Jonas attempt to deal with that as they look at the political and anthropological aspects of performance art, and present actual events from around the world as art. Like the artworks within this genre, the book will need to be read with the openness that should be brought to all research. The book has an extensive list of artists and exhibitions, and an interesting reference section. For the investigative art lover, this book has plenty of images and ideas, and explained inspirations. K. Ashley

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	Photography, Video & Digital Imaging CEC
	Stage 6; Visual Arts 7–10; Visual Arts Stage 6
	Paper $45.00 SCIS 1216788

All prices in the availability statement include GST.

BINGHAM, Jane

Aboriginal art & culture

Raintree, 2005 (World art & culture)
ISBN 1844210545 [704.03]

An interesting and intelligent summary of Aboriginal art and culture, this resource examines a range of media including rock art, ground art, ceremonies, fibre art, painting, sculpture, weapons, and body art. The art is usefully placed into historical and cultural context. Clearly written text, supported by a glossary, and vibrant photographs will make the book a useful and enjoyable resource for student research. Images include artists at work and details of artworks. The book explains how artists, such as Margaret Preston, are influenced by Aboriginal art, and it looks at the work of contemporary artists such as Sally Morgan and Trevor Nickolls. Students will find this book informative and visually interesting. N. French

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA; HSIE
SYLLABUS:	Aboriginal Studies 7–10; Creative Arts K–6; Visual Arts 7–10
	$39.95 SCIS 1209431

THOMSON, Ruth

A first look at art/Adventures in art [series]

Chrysalis Children's, 2005

Evergreen themes are illustrated by well known works of art to stimulate creative expression in these books. Questions about paintings and sculptures foster appreciation and understanding of the purpose and techniques used in each work. Examples of students' works demonstrate how ideas, materials and techniques can produce thematic and individual art works. *Celebrations* is useful for the HSIE K–6 *Cultures* Strand. *Journeys* could provide stimulus for a class display accompanying the HSIE K–6 *Environments* Strand. For Science and Technology, imaginative art works to complement students' poetry, or factual writing about weather and machines, could be inspired by *Weather*. These innovative resources have a variety of applications for teaching and learning in Visual Arts. C. Keane

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	CA; HSIE; SciTech
SYLLABUS:	Creative Arts K–6; HSIE K–6; Science & Technology K–6
	$35.95 each

Reviewed titles in this series:
Celebrations	SCIS 1208419
Journeys	SCIS 1214309
Weather	SCIS 1214306

DICKENS, Rosie

The Usborne introduction to modern art

Usborne, 2004
ISBN 0746062044 [709.04]

The use of *forms* and the placing of art styles within a political framework closely tie this book to NSW Visual Arts syllabuses. In typical Usborne style, strong visuals, which are laid out in a double page format, solidly support and amplify the written text. While following a rough chronology, the book diverges to show important trends in the modern arena, such as the feminist movement, sculpture, installations, and the influence of digital photography.

Extensive links to Usborne web sites allow students to follow an area of interest. This is a visually appealing and informative book, with material readily accessible to students. K Ashley

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Photography, Video and Digital Imaging CEC Stage 6; Visual Arts 7–10; Visual Arts Stage 6
	$34.95 SCIS 1203849

LUMLEY, Robert

Arte povera

Tate Publishing, 2004 (Movements in modern art)
ISBN 2004111333 [709.45]

Artists working in this field are attempting to make a poetic statement based around everyday life and found objects, with the majority of artworks created being installations. The book is illustrated on every page, and the written text is very descriptive, yet dense with artistic jargon. Some students will have trouble deciphering these artists' intentions and the meaning of their work. There are some intriguing images, created by key artists, in this style that, with teacher direction, could result in some interesting class discussions. The book has relevance to the senior syllabus and is most suitable for professional use. N. French

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	Visual Arts Stage 6
	Paper $29.95 SCIS 1216665

DEAN, Tacita & MILLAR, Jeremy

Place

Thames & Hudson, 2005 (Art works)
ISBN 0500930074 [778.9]

Artists are sometimes inspired to create work based around a place or space. This resource identifies how artists recognise a particular place as holding significance for them, which results in the creation of an artwork. The text is effectively organised into rooms or spaces, including **Urban**, **Nature**, **Politics** and **Myth**, with an array of glossy images which students will find fascinating to view. **Talk** is an intriguing interview on the concept of place. Artworks range from installations to paintings and are solidly referenced. There are plenty of interesting quotes by artists, and these will aid student understanding. With teacher direction, this book has relevance to Visual Arts Stage 6. N. French

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	Visual Arts Stage 6
	Paper $45.00 SCIS 1216780

JONES, Michael

Viewfinder: an introduction to movies and visual media in the digital age

Australia Teachers of Media, 2005
ISBN 1876467150 [791.4301]

The analysis of visual media texts can be a perplexing and demanding exercise. This excellent guide, accompanied by a demonstration **CD**, will help demystify an essential component of the English curriculum. It clearly details the integral tools for deconstructing visual texts, and provides comprehensive information regarding compositional process and technological develop-

ments. Many examples, including English Stage 6 texts: *Citizen Kane*; *Blade runner*; and *The Lord of the Rings: the fellowship of the ring*, clarify and consolidate understanding, as does the detailed glossary. Particularly suitable as a professional resource, senior English, Drama, and Photography students should also find this accessible book invaluable in their study of visual media. H. Gardiner
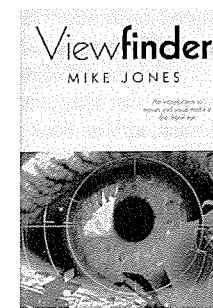
USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	Drama 7–10; Drama Stage 6; English 7–10; English Stage 6; Photography, Video & Digital Imaging CEC Stage 6
	$39.95 SCIS 1212478

LI, Cunxin

Mao's last dancer

Penguin Books Australia, 2005 (Puffin)
ISBN 0143301640 [792.8092]

The simile 'like a feather in a whirlwind' eloquently encapsulates Cunxin's early appreciation of his unique talents, his tenacious grasp on his changing role, Mao's cultural revolution, and Cunxin's ambiguous position during these turbulent times. Cunxin struggles to serve China, his family, and his own interests. He exhibits an overwhelming sense of unearned privilege that imparts an unassuming, self-effacing tone to his tale of struggle and achievement. This abridged young readers' version is ably supported by historical notes, a map and timeline matching the author's life to Chinese history. Black and white photographs support this biography, which could be useful as supplementary reading in the English Stage 6 Area of Study: *The journey*. W. Bowie

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	Paper $17.95 SCIS 1213592

The life cycle of an AFL player

Geoff Slattery, 2005 (Australian football quarterly: a journal of essays, ideas & commentary)
ISBN 0975225588 [796.33092]

Written by journalists and footballers, this book is for those with a love of the game, rather than students who have little knowledge of AFL. The book is comprehensive on the topic, and it is an expansive coverage of the contemporary game, including sections on younger players, the senior ranks, famous football stars, and life beyond a successful career. Each chapter is concise, with a relaxed style that will be easily understood and appreciated by younger readers. Photographs are black and white, and sparsely used. The book may benefit junior students completing assignment work in PDHPE electives, and it has solid application to the Module: *Social perspec-*

tives of games and sports in the *Sport, Lifestyle and Recreation Stage 6* syllabus. R. Cox

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	PDHPE
SYLLABUS:	Physical Activity & Sports Studies 7–10; Sport, Lifestyle & Recreation CEC Stage 6
	Paper $19.95 SCIS 1209634

THOMAS, R. & HERRAN, J.

Getting into [series]

Macmillan, 2005

Each volume in this series has very clear but basic coverage of the game's main skills, equipment, history, competitions and player fitness. The large font and good use of colour graphics throughout makes each book accessible to younger readers. Simple drawings show the basic skills and convey what is needed to practise and play the game. The inclusion of male and female athletes in action photographs adds to the overall appeal. As the books are an introductory overview of each sport, information on the rules will need teacher checking and elucidation for students. The books are a very good motivational aid, providing reference material for outcomes in movement skills in PDHPE syllabuses. R. Cox

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	PDHPE
SYLLABUS:	PDHPE K–6; PDHPE 7–10; Physical Activity & Sports Studies 7–10; Sport, Lifestyle & Recreation CEC Stage 6
	$28.95 each

Reviewed titles in this series:
Getting into basketball	SCIS 1212963
Getting into cricket	SCIS 1212968
Getting into golf	SCIS 1212965
Getting into hockey	SCIS 1212967
Getting into soccer	SCIS 1212969
Getting into tennis	SCIS 1212971

CONNOLLY, Robert

Three dollars: screenplay

Currency, 2005
ISBN 0868197696 [A822]

Developed from the novel by Elliot Perlman, this screenplay is prefaced by an energetic essay about the worst excesses of economic rationalism. A final shooting script, the resource will be valuable for teachers working with the feature film. Production deletions and additions are clearly marked. As with films such as *Erin Brockovich* we see a protagonist, Eddie, in hopeless conflict with rampant profiteering, environmental piracy, and vandalism. As an example of a script developing rigour and eloquence, this text gives excellent insight into the structural requirements of film as narrative, and the language features of character, relationships, mood, atmosphere and pace. Bob Ellis' short foreward is a fine example of film review as a type of text. W. Bowie

USER LEVEL:	Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	Drama 7–10; Drama Stage 6; English 7–10
	Paper $21.95 SCIS 1213168
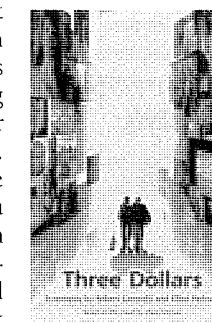
Only the end/Robyn Bishop. Shakespeare and the Dark Lady of the sonnets/Enzo Condello: two plays

Currency, 2005
ISBN 0868197718 [A822]

These two act plays are postmodern and self referential texts that offer views of women in Elizabethan and modern Australian contexts. The first play explores the paradox of terminal illness, as vivacious Rowena struggles to live her life to its inevitable end. Grim, but leavened by humour and a beautifully crafted and subtly truthful interior landscape and community, it employs temporal and spatial transformation and caricature to flesh out a life well lived. In the second play, intertextuality colours the intensely tragic love triangle between Anne Hathaway, Will Shakespeare and the unattainable dark lady of the sonnets, Emilia Bassano. Scintillating dialogue, familiar works and clever metaphysical quibbles and conceits reach beyond the language to bring deeper character delineations and thematic and philosophical concerns into clear focus. W. Bowie

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10; English Stage 6: Extension 1
Paper $17.95 SCIS 1216233

BETZIEN, Angela

Children of the Black Skirt

Currency, 2005 (Currency teenage series)
ISBN 0868197602 [A822]

Raising important issues concerning children's lives in Australia since European invasion and settlement, this short play is set in an orphanage run by a megalomaniac governess brandishing giant scissors. In stories of children from the 1790s to the 1960s, we hear the terribly harsh and unjust conditions of their lives, and see their spirits symbolically released by one of the Aboriginal orphans. The play would be an excellent way of introducing Aboriginal perspectives into curriculum areas, examining the stories of the Stolen Generation. The play has a large cast, simple sets and costumes, and spare production requirements. The action moves quickly and the dialogue is snappy but compelling. Extensive teachers' notes provide a springboard for more demanding activities. H. Cobban

USER LEVEL: Stage 5
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Drama 7–10; English 7–10; History 7–10
Paper $15.95 SCIS 1214165

ASH, Russell

Whitaker's world of facts

Black, 2005
ISBN 0713668792 [909]

A most useful reference, this book is loaded with information about an interesting and very wide range of topics. Twenty categories, including Language and literature, World history, Beliefs and ideas, and Transport and travel, make extensive use of lists, statistics, and fact boxes. Science and the arts are strongly represented.

Information is clearly laid out with supporting rather than distracting use of colour. Lively illustrations of maps, drawings, and photographs ably complement written information. The book provides more than an overview of statistics, providing more detail than is usually seen in books of facts. An example of this is in extended sections, such as History of tourism and Types of animation. This is an excellent text for students looking for the keywords to begin research. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
$45.00 SCIS 1230546

BROOK, Henry

True sea stories

Usborne, 2005
ISBN 0746058144 [910.4]

Readers on a quest for adventure tales will enjoy this collection of 10 autobiographical pieces, which explore the mystery and danger of life on the sea. The collection spans the world as America, Africa, Australia and Germany are visited during these death-defying ocean expeditions. Reminiscent of *Twenty thousand leagues under the sea* and *Moby Dick*, this text will appeal to readers who are fascinated by the sea and related technical language. These extraordinary tales highlight incredible tests of endurance. Vastly different participants undertake marine adventures, from rowing and swimming to solo world sailing races and salvage operations. Apart from a few maps, illustrations are sparse. S. Taylor

USER LEVEL: Stage 3 Stage 4
KLA: English; TAS
SYLLABUS: English K–6; English 7–10; Marine & Aquaculture Technology CEC 7–10
Paper $9.95 SCIS 1215672

MARTIN, Jesse

Kijana: the real story

Allen & Unwin, 2005
ISBN 1741144299 [910.4]

Martin's second maritime adventure, along Australia's east coast and through the Indonesian islands to Phuket, is simplistically recounted here. Martin's sailing companions and his extensive sponsorship are choices that result in unresolved conflict and few joys. His inexperience or inability in dealing with personal and group issues is evident. Cohesion, so vital to such an expedition, is shattered. There is little insight into the lives of the people he meets, such as the Yolngu of the Northern Territory and the Punan of Borneo. They are merely players, and disappointing ones, in his opinion, in this travelogue. The book is a superficial and passionless account of a dream, with the ending and Martin's interactions with his girlfriend Maya being the only respite. B. Hull

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper $29.95 SCIS 1206988

MORRIS, Neil

Living in cities

Franklin Watts, 2004 (Where people live)
ISBN 0749658339 [910.9173]

Locating appropriate resources for the study of built environments in
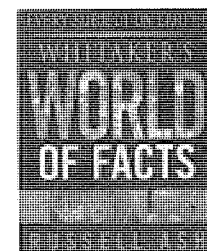
Science and Technology is not always easy. This book takes a comprehensive look at where people live in cities throughout the world. Through the diverse use of examples of different lifestyles, from third world slums to modern skyscrapers in both urban and rural communities, the reader gains an insight into our need to create cities. The text allows the reader to explore function, aesthetics, location and the importance of history as necessary considerations in the design of cities. It also considers the infrastructure necessary to support these lifestyles. The text is supported by clear photographic illustrations. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
$35.95 SCIS 1210322

WILMOTH, Peter

Up close: 28 lives of extraordinary Australians

Macmillian, 2005
ISBN 1405036575 [920.094]

Overcoming an adversity is the theme linking these insightful short biographies. Each person, through their adept response to circumstances and the consequent shaping of existence, reinforces one stereotype of the Australian character. Politicians, entertainers, and athletes predominate in the collection. Their comments on life, such as surviving cancer and violent attack, on fame, rumour, personal demons, insecurity, and drugs, offer strong supporting material for the English Stage 6 Area of Study: *The inner journey*. Non-judgmental insights allow the reader to develop a personal response to the events described. Wilmoth wrote each piece after interviewing the subject, and his colloquial style makes for an enjoyable reading experience. B. Kervin

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper $30.95 SCIS 1217523

ANDERSON, Dale

Ancient China

Raintree, 2005 (History in art)
ISBN 1844433692 [931]

Using a two page per topic format, this appealing book offers an overview of life in ancient China, with an emphasis on archaeological evidence. Government, daily life and beliefs are some of the aspects covered. The book offers enough detail to introduce analysis work in the Ancient History Study: *Ancient China in the Qin and Han Dynasties*. The book could also be used as a springboard for research into topics such as the entombed warriors or Confucius. It would serve well to introduce students to artefact analysis, as the pages are loaded with many interesting images. Students completing the Stage 4 History Topic: *Societies and civilisations of the past*, will also find this book useful. B. Hull

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10
$38.50 SCIS 1209468

Our lives, our world [series]

Chrysalis Children's Books, 2004

Using a narrative format, readers are taken into the daily lives and different cultures of children and families around the world in this

series, and are spoken to in the first person by young students. They are shown in urban and rural settings, and their dialogue is ably supported by beautiful photographs of their country and by fact boxes. The information supplied would support the achievement of outcomes in the HSIE K–6 Cultures Strand. The concluding double page in each resource entitled Our year defines important events in the calendar of each culture. Each title is set out identically, making the series user friendly for younger readers, who might easily use this format to compare and contrast the different cultures. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
$34.95 each

Reviewed titles in this series:
Japan SCIS 1214257
Spain SCIS 1214255

BARBER, Nicola

Central Africa

Watts, 2005 (Flashpoints) [967]
ISBN 0749655437

Highlighting regional conflicts and their historical roots, this book is a broad look at Central Africa. Half the book is an historical overview of the area, and half is a description of each country's recent history. Maps, timelines, a fact file, photographs, quotations, and boxed biographies highlight the history of colonisation in these countries. The book is particularly appropriate for the study of Africa in the *History Years 7–10* syllabus Topic: *Aboriginal and Indigenous peoples, colonisation and contact history*. Well presented, with bold headings and illustrations that illustrate each double page spread on a particular issue or country, this is a useful resource for History students. F. Campbell

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
$35.95 SCIS 1212992

GUILE, Melanie

Children in Australian history [series]

Heinemann Library, 2005

Glimpses of the lives of children on board convict ships heading for the colony, in the goldfields and in the outback of Australia during the 1800s are featured in this easy to access information series. The hard lives and harsh treatment of children during the Depression and the two World Wars, the plight of the Stolen Generation and the experiences of migrant British orphans are evocatively portrayed in illustrations, extracts from letters and examples of daily routines. Clothes, toys, games and common punishments will be of interest. Clear, large headings and short uncluttered paragraphs allow for speedy research, and archival photographs provide excellent visual information. This resource supports *Change and continuity* and *Cultures* outcomes in the HSIE K–6 syllabus. M. Skinner

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
$29.95 each

Reviewed titles in this series:
Another mouth to feed: children in war & the
depression 1900-1945   SCIS 1206169
Baby boomers: growing up after World War II
1945-1975   SCIS 1206168
Bush boys & girls: pioneer children in the 1800s   SCIS 1206171
Little felons: child convicts 1788-1853   SCIS 1206170

BRASCH, Nicholas

What happened in Australia in 2004?

Harcourt Education, 2005   [994.07]

A plethora of information, ranging from minor trivia to important events, is presented in this volume which covers Australian news from the past year. The layout is clear and simple with a double opening devoted to each month of the year and a glossary at the bottom of each page. Students will find this text very approachable as fact boxes contain about 50 words and are brought to life with bright, topical photographs. This is a high quality resource; its only downfall is how quickly it will date. Students would find this an interesting text to supplement a study of *Cultures* and *Social Systems and Structures.* S. Taylor

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
$29.95   SCIS 1214294

Other reviewed title:
What happened in the World in 2004?   SCIS 1214292

GALLAGHER, Brendan

Australian landmarks [series]

Macmillan Education Australia, 2005

Each title in this series discusses and defines landmark, then presents 11 natural and 11 built landmarks in each geographic area. Space devoted to each feature varies from two pages to less than half a page, and longer entries are illustrated. Landmarks are generally described, and a summary of their history, conservation, and the people involved with them is given. The special relationship of Indigenous people with the land is acknowledged. The inclusion of ACT with NSW, and NT with SA, yet allowing a whole volume for each of the other states, produces an imbalance in the number and significance of sites discussed. Teachers need to carefully evaluate each volume's potential use. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
$28.95 each

Reviewed titles in this series:
New South Wales and the Australian
Capital Territory   SCIS 1218055
Queensland   SCIS 1218047
South Australia and the Northern Territory   SCIS 1218051
Tasmania   SCIS 1218044
Victoria   SCIS 1218053
Western Australia   SCIS 1218046

Welcome to Woomera [videorecording]

Film Australia, 2004 (55 min.)
ISBN none   [994.23]

A study of people working in this fading desert town, the film is an intelligent look at a multicultural outback society. The rocket range and migrant hostel feature, with detailed accounts of both, and their impact on residents. The film focuses on the plight of town, in the hope of generating global interest in its facilities for weapons development. It uses terrific historical footage, interspersed with interviews of historians and residents. With a slow pace, and a bland narration, the film may struggle to hold the attention of some students. The film has solid relevance for the Core: *Social and cultural continuity and change* in Stage 6 Society and Culture, and for the study of post-war Australia in History 7–10. The accompanying study guide is a useful reference. K. Taylor

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Society & Culture Stage 6
$77.00   SCIS 1195223

Who reviews?

Reviewers for *Scan* and the DET web site are selected from teachers and teacher-librarians across the state.

Wendy Alford, Student Welfare Directorate
Kristin Ashley, Newcastle HS
Colleen Barlow, Erina HS
Tania Baysari, Toongabbie PS
Aveen Beedles, teacher-librarian
Bill Bowie, Dulwich HS
Gayle Cale, teacher
Francie Campbell, teacher-librarian
Elizabeth Chase, Literacy Consultant
Heather Cobban, Fort Street HS
Peter Conroy, The Forest BHS
Robert Cox, Morisset HS
Frances Crum, teacher
Meg Davis, Literacy Consultant
Ruth Dircks, Dungog HS
Jan Eade, Lane Cove West PS
Andrew Fisher, Bowral HS
Anne Forbes, Epping North PS
Nicole French, Cranebrook HS
Amanda Frost, Grantham HS
Heather Gardiner, Kanahooka HS
Maree Gary, Mathematics Consultant
Bronwyn Hull, Goulburn HS
Di Johnston, Cambridge Park HS
Cath Keane, Parramatta East PS
Elissa Kesby, Pennant Hills HS
Bede Kervin, Bowral HS
Mandy Kirk, John Edmondson HS
Rachael Kirsten, teacher
Anita Kokkotas, Chifley College

Karen Lissa, Mount Annan HS
Susan Lockwood, Mt Austin HS
Bendan Maher, Brewarrina CS
Ian Mavin, Jamison HS
Karen McCulloch, Jannali HS
Noel McFayden, teacher
Ian McLean, Penrith HS
Sean McLoughlin, Lalor Park PS
Fiona Moore, Beaumont Hills PS
Judy Morgan, Sefton HS
Christine Murray, Mathematics Consultant
Rhonda Parnis, Sherwood Grange PS
Sally Rasaiah, School Libraries
Beverley Richardson, teacher-librarian
Kathy Rushton, teacher
Elaine Searle, Northern Beaches Secondary College
Margaret Skinner, teacher
Cathy Sly, Barrenjoey HS
Wendy Smith, Tamworth PS
Alison Soutter, Student Services and Equity
Irene Summers, North Sydney GHS
Kaylene Taylor, teacher-librarian
Susan Taylor, Lindfield PS
Carol Thomas, School Libraries
Michelle Timperley, The Entrance HS

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TOLL FREE: 1800 061 642

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Data Technology
Hardware • Software
Design • Consulting

Help! - my barcodes are hard to read

The following article is an extract from one of our technical papers, which you can download from our website at www.asp.com.au/news.html

New Barcode Scanner

If you suspect a new Barcode Scanner is the cause, take a few minutes to experiment with the Scanner. It might be designed to read barcodes at a greater or lesser distance than your other Scanners, or the beam alignment might be different to what you are expecting.

New Barcode Labels

There are a number of common "Barcode Symbologies" such as Code 39 (used in libraries), Product Code (APN, EAN, UPC – used on the products we buy), and Code 128 (used in industry). All have a specific internal construction, specific clearances at each end, and must be printed to a standard. Errors can be made in the internal construction, usually relative widths of bar or space elements, the location of the barcode, or its printing. The result will be a barcode that is either hard or impossible to read. These are the common problems you need to look for:

Visual Inspection:

If you find it hard to clearly distinguish bars then so will your Scanner! A small magnifying glass can help with this assessment. Look for clear sharp edges with no bridging between elements.

Ink Bleed:

Some printing technologies, if not carefully used, allow for white spaces to become narrower over time through bleeding of the ink, changing the internal construction of the barcode.

Examples of Barcode Label Problems

The originals of these barcodes were scanned at 300dpi, with a 2 times blowup.

ADL1RSA

High Resolution with bars touching due to bleed and insufficient spacing.

R28663M 3632

High Resolution distorted by covering tape.

3 4040 068813 1

High Resolution and glossy.

Tips to Avoid Barcode Label Problems

1. Remember that slightly larger barcodes will be more reliable over a period. Their larger size makes them less likely to be damaged or affected by dirt.

2. If you are buying labels in, order against a sample. Test multiple samples, keep some, and make it clear on your order that you are relying on the production labels being to the same standard.

3. Finally, the best tip of all - order your pre-printed barcode labels direct from ASP, or use our Label+ or ASP Truetype Barcode Fonts to make your labels. Combine them with high quality Scanners from ASP. Any problems, just call for help.